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ABSTRACT

A first and modest beginning toward a grammar of the Hualapai language, a Pai branch of the Yuman language family, this reference book is intended for use by: the Hualapai people to reaffirm the vitality of their language; the Hualapai teachers in their preparation of language materials for teaching; younger Haulapais to find the regularity and complexity of the language; and the linguists and general public to see the richness of the Hualapai language. Consisting of six parts, the reference book: reviews how a writing system was selected for the Hualapai language; explains the alphabet used and how each letter is pronounced; discusses the basic structure of Hualapai sentences with attention to noun and verb usage; explains how different types of sentences are formed and what they mean; and presents a discussion on nouns and pronouns. Other information provided includes an analysis of verbs in detail, a discussion of verbal expressions, and an explanation of sound symbolism; types and formation of useful expressions (modal, habit and repetition, and degree) are discussed and ways in which sentences can be expanded into longer and more complex ones are explained. Two appendices provide the vocabulary words and grammatical morphemes (Hualapai-English and English-Hualapai) that appear in the book. (ERB)

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HUALAPAI REFERENCE GRAMMAR

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and
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with
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Los Angeles: American Indian Studies Center, UCLA, 1982
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DEDICATED
to
The Hualapai Tribe
of
Arizona

CONTENTS

ABBREVIATIONS - xviii

PREFACE AND ACKNOWLEDGEMENT - xxi

PART I

INTRODUCTION

Chapter I: Development of the Hualapai Writing System - - - - - - - - 2

1.0 Prologue - 2

1.1 Bilingual/Bicultural Education - - - - - - - - - - - - - - - - 5

1.2 Developing an Orthography--Bilingual/Bicultural Program and the Linguist - 7

1.3 Writing System and Phoenic System of Hualapai - - - - - - - 8

1.4 Writing System and Phonemic Inventory of Hualapai - - - - -11

1.5 Revised Orthography as of 1979 - - - - - - - - - - - - - - - -16

1.6 Epilogue -20

Chapter II: The Hualapai Alphabet - - - - - - - - - - - - - - - - - - -27

2.0 Introduction -27

2.1 Vowels -27

2.1.1 Short Vowels -27

2.1.2 Long Vowels -29

2.1.3 Diphthongs -31

2.2 Consonants -32

2.2.1 Consonants Represented by Single Letters - - - - - - - - -32

2.2.2 Combinations of Letters for Consonants - - - - - - - - - -38

2.3 Stress -39
2.4 Dropping Vowels -40
2.5 Spelling Variations -40

PART II

CONSTRUCTING THE SENTENCE

Chapter I: Simple Sentences, an overview - - - - - - - - - - - - - - -46
1.0 Examples of Sentences -46
1.1 Word Order -48
1.2 Postpositions: Case Markers - - - - - - - - - - - - - - - - -50
1.2.1 Subject Case Marker -ch - - - - - - - - - - - - - - - - - -50
1.2.2 Object Case Marker -Ø - - - - - - - - - - - - - - - - - - -50
1.2.3 Analysis of Sentences - - - - - - - - - - - - - - - - - - -51
1.2.4 Commitative Marker -m - - - - - - - - - - - - - - - - - - -54
1.2.5 Instrumental Marker -m - - - - - - - - - - - - - - - - - - -55
1.2.6 Directional and Locative Markers: -k, -m, -l and -e - - - - -57
1.2.6.1 -k -57
1.2.6.2 -m -58
1.2.6.3 -l -59
1.2.6.4 -e -60
1.2.6.5 Other Locative Expressions - - - - - - - - - - - - - - -61
A. du:l -61
B. du:jal -61
C. mákal -62
D. mákol -62

E. gwáji(v)k -63
F. gwájim -63
G. búkal -64
H. ya:kal -64
I. ya:k -65
J. ya:mal -65
K. ja:hk -67
L. ja:hm -67
M. ya:l -67
1.2.6.6 Locative -e with Other Locatives - - - - - - - - - - - -68
1.2.7 Adverbial Marker -m -69
1.2.8 Vocative Marker -é and -yé - - - - - - - - - - - - - - - -71
1.2.9 Syntactic Markers -k and -m - - - - - - - - - - - - - - - -75
1.2.9.1 Same-Subject/Reference Marker -k - - - - - - - - - - - -75
1.2.9.2 Different-Subject/Reference Marker -m - - - - - - - - - -76
1.3 Auxiliaries: -yu, -wi, -i and -yi - - - - - - - - - - - - - -78
1.3.1 Auxiliary Verb -yu "be" - - - - - - - - - - - - - - - - - -78
1.3.2 Auxiliary Verb -wi "do" - - - - - - - - - - - - - - - - - -79
1.3.3 Auxiliary Verb -i "say" - - - - - - - - - - - - - - - - - -80
1.4 Auxiliaries and their Affixes - - - - - - - - - - - - - - - - -84
1.4.1 First Person Marker and Auxiliary Verb - - - - - - - - - -84
1.4.2 Second Person Marker and Auxiliary Verb - - - - - - - - - -86
1.4.3 Third Person Marker and Auxiliary Verb - - - - - - - - - -87
1.4.4 Past Tense (Perfective) Marker -ny - - - - - - - - - - - - -88
1.4.5 Glottal Stop ' and Other Abbreviated Forms - - - - - - - -89
1.5 Verbs with Auxiliaries -yu, -wi, -i and -yi - - - - - - - - -94
1.5.1 YU-Verbs -94

1.5.2 WI-Verbs -95

1.5.3 I-Verbs -97

1.5.4 YU/WI-Verbs -97

1.5.5 YU/I-Verbs -98

1.5.6 YU/WI/I/YI-Verbs -99

Chapter II: Types of Sentences - - - - - - - - - - - - - - - - - - 103

2.0 Types of Sentences - 103

2.1 Declarative Sentences - - - - - - - - - - - - - - - - - - 103

2.2 Interrogative Sentences - - - - - - - - - - - - - - - - - 108

2.2.1 Yes/No-Questions - 108

2.2.1.1 Intonation - 108

2.2.1.2 -wi and -wé - 110

2.2.1.3 Stative Verb Stem Plus -é - - - - - - - - - - - - - - - 112

2.2.1.4 Active Verb Stem Plus -é - - - - - - - - - - - - - - - - 115

2.2.1.5 Auxiliary -mé - 118

2.2.1.6 -da'ópayng-Aux + ng-Aux - - - - - - - - - - - - - - - - 119

2.2.1.7 Additon of -ngmé - - - - - - - - - - - - - - - - - - - 120

2.2.1.8 Variations - 121

2.2.2 WH-Questions - 125

2.2.2.1 ga "who" vga "specifically who" - - - - - - - - - - 125

2.2.2.2 gwegayu: "what" gwegavyu: "specifically what" - - - 126

2.2.2.3 ge "where" vge "which specific place" - - - - - - - 132

2.2.2.4 ga(v)yu:im/ga(v)yu:yim "why" - - - - - - - - - - - - - 134

2.2.2.5 ga "how" - 138

2.2.2.6 gayu:j "which (among two or more)"
gavyu:j "which specific one (among two or more)"
gavgiyu:j "which specific one (among two or more)" - 138

2.2.2.7 ganyúm "when" - - - - - - - - - - 140

2.2.2.8 Summary of WH-Words - - - - - - - - - - 141

2.2.3 Emphatic Marker bé - - - - - - - - - - 143

2.3 Imperative Sentences - - - - - - - - - - 148

2.3.1 Hortative Sentences "Let's ...!" - - - - - - - - - - 148

2.3.2 Command Sentences - - - - - - - - - - 149

2.3.3 Prohibition (Negative Command) - - - - - - - - - - 151

2.4 Negation - - - - - - - - - - 155

2.4.1 đa'óp/đ'op/'op/đ'om/đ'um - - - - - - - - - - 155

2.4.2 Negative Particle gak - - - - - - - - - - 158

2.4.3 Other Negative Verbs - - - - - - - - - - 160

2.5 Predicate Nominal Constructions - - - - - - - - - - 162

2.5.1 Predicate Nominal Expressions with First and Third Person Subjects - - - - - - - - - - 162

2.5.1.1 Subject Noun Phrase + Predicate Noun Phrase-chyu - - 162

2.5.1.2 Subject Noun Phrase + Object Noun Phrase-vchyu - - - 164

2.5.1.3 Plural Form for -chyu and -vchyu - - - - - - - - - - 165

2.5.1.4 Predicate Nominal as Verbal Element - - - - - - - - - - 166

2.5.2 Predicate Nominal Expressions with Second Person Subject - - - - - - - - - - 168

2.5.2.1 Second Person Singular Subject - - - - - - - - - - 168

2.5.2.2 Second Person Plural Subject - - - - - - - - - - 169

2.5.2.3 Summary Table - - - - - - - - - - 171

PART III

ELEMENTS OF THE SENTENCE: NOUN PHRASES

Chapter I: Noun Phrases 173

1.0 Noun Phrases 173

1.1 Different Semantic Classes of Nouns in Possessive Constructions 173

1.1.1 Kinship Expression: Possessor + Person Marker-Noun 174

1.1.2 Animal Expression: Noun + Possessor + Person Marker-nyihad 179

1.1.3 General Possession: Noun + Possessor + Person Marker-wi 180

1.1.3.1 Kinship Terms 170

1.1.3.2 Personal Objects 182

1.1.3.3 Other Objects 184

1.1.3.4 Properties 186

1.1.3.5 Animals 188

1.1.4 Things On and Off the Person: -o, -wo and -yo 191

1.2 Numbers 194

1.2.1 Vowel Change [1] 194

1.2.2 Vowel Change [2] 195

1.2.2.1 Vowel Lengthening 195

1.2.2.2 "An area where lots of ... exist" 196

1.2.2.3 "Having strong characteristics of ..." 196

1.2.2.4 Noun to Verb 197

1.2.3 Addition of Plural Suffix -j 198

1.2.4 Plural Nouns 200

1.2.5 Suppletive Forms 201

1.2.6 Noun + dek/dem 201

Chapter II: Pronouns - - - - - - - - - - 204

2.0 Pronouns - - - - - - - - - - 204

2.1 Personal Pronouns - - - - - - - - - - 204

2.2 Personal Pronouns as Verbal Prefixes - - - - - - - - - - 204

2.2.1 Personal Pronouns in Intransitive Constructions - - - - - - - - - - 205

2.2.2 Personal Pronouns in Transitive Constructions - - - - - - - - - - 207

2.3 Indefinite Pronouns - - - - - - - - - - 213

2.3.1 ga "someone" - - - - - - - - - - 213

2.3.2 gwegayu "something" - - - - - - - - - - 214

2.3.3 ga(v)yu:j "some one (thing), certain which one"
[Variations include: gavg(i)yu:j, gavgi:j
or gelyu:j (slang)] - - - - - - - - - - 215

2.3.4 ge "some=place" - - - - - - - - - - 215

2.3.5 ganyúm "sometime" - - - - - - - - - - 216

2.3.6 ga "somehow" - - - - - - - - - - 217

Chapter III: Demonstratives - - - - - - - - - - 218

3.0 Demonstratives - - - - - - - - - - 218

3.1 Demonstrative Pronouns - - - - - - - - - - 218

3.1.1 va "this one closest to the speaker"
nyivá "this very closest one" - - - - - - - - - - 218

3.1.2 ya "this one close to the speaker"
nyiyá "this very one close to the speaker" - - - - - - 219

3.1.3 wa "that one which we can point at and specify"
nyiwá "that very one that we can point at" - - - - - - 220

3.1.4 nyu "this one very close or rather close to the speaker" or "that one right there"
nyinyú "this very one that is very close to the speaker" or "that very one right there" - - - - - - - - - - 222

3.1.5 ha "that one way over there"
nyihá "that very one way over there (although the speaker may not be able to point at)" 223

3.1.6 tha "that one remote, distant or invisible
nyithá "that very one remote, distant or invisible" 223

3.2 Demonstrative Suffixes 225

3.2.1 -v(a) "this very close one" 225

3.2.2 -ny(u) "(this or that) very one" 226

3.2.3 -h(a) "that one way over there" 226

3.3 Demonstrative Adjectives 228

3.3.1 ya "this close one" 228

3.3.2 wa "that one we can point at" 228

3.3.3 tha "that one remote, distant or invisible" 229

3.4 Other Demonstrative Expressions 229

3.4.1 viyá (vi-ya) and viwá (vi-wa) 229

3.4.2 Demonstratives in Time and Space Expressions 231

A. ye, we, he and the 231

B. Pronouns with -k "at/around some place" 232

C. Pronouns with -l "in some place" 233

D. Pronouns with -m "at sometime" 233

3.5 Summary 233

Chapter IV: Compounding and Nominalization 235

4.0 Nominalization 235

4.1 Nominalizing Prefix g-: g-Verb 235

4.2 Nominalizing by Compounding 238

4.2.1 Compounds with gwe 238

4.2.2 Compounds with Other Nouns 243

4.2.3 Compounds with g-Nominalizer - - - - - - - - - - - - - - 243

4.3 Nominalizing Suffixes - - - - - - - - - - - - - - - - - - - 246

4.3.1 Compounds with Locative Nominalizer -o - - - - - - - - - 246

4.3.2 Compounds with Instrumental Nominalizer -i - - - - - - - 249

4.3.3 Compounds with Animate Nominalizer -a - - - - - - - - - - 254

4.3.4 Compounds with No Nominalizing Suffix - - - - - - - - - - 256

4.4 Noun Phrases - 260

4.4.1 Simple Noun Phrases - - - - - - - - - - - - - - - - - - - 260

4.4.2 Verb-based Noun Phrases - - - - - - - - - - - - - - - - - 260

4.4.3 Noun Phrases Using the g-Nominalizer - - - - - - - - - - 262

4.4.4 Alternatives to Long Noun Phrases - - - - - - - - - - - - 262

PART IV

ELEMENTS OF THE SENTENCE: VERB PHRASES

Chapter I: Verbs of Belonging - - - - - - - - - - - - - - - - - - 265

1.0 Introduction - 265

1.1 Verbs of Wearing - 265

1.2 Verbs of Relations - 268

1.3 Gwegav'yív-Verbs (Emotive Verbs) - - - - - - - - - - - - - - 273

1.4 Verbs with -k and -m - 276

1.4.1 Directional Verbs - 276

1.4.1.1 siyék and siyém "to move toward" - - - - - - - - - - - 276

1.4.1.2 wimk and wikk "Verbs of Doing" - - - - - - - - - - - - 278

1.4.2 Time Expressions with -k and -m - - - - - - - - - - - - - 281

Chapter II: Verb Phrases - 283

2.0 Verbs and Number - 283
2.1 Plural Suffix -j - 285
2.2 Reduplication and -j - 311
2.3 Reduplication of a Part of the Stem - - - - - - - - - - - - 329
2.4 The d- Causative Prefix - - - - - - - - - - - - - - - - - - 332
2.4.1 The j- Causative Prefix - - - - - - - - - - - - - - - - - 336
2.5 Vowel Length - 340
2.6 Length and -j - 341
2.7 Vowel Change - 342
2.8 Suffixes and -j and -v - - - - - - - - - - - - - - - - - - 345
2.9 Special Forms - 348
2.10 Reduplication of the Stem - - - - - - - - - - - - - - - - - 350

Chapter III: Verbal Affixes - - - - - - - - - - - - - - - - - - 355
3.0 Prefixes - 355
3.1 Person Markers - 355
3.2 Causative Prefixes - 357
3.2.1 d- 357
3.2.2 j- 359
3.2.3 v- 361
3.2.4 s- 362
3.2.5 ya- 362
3.2.6 g- 362
3.3 Suffixes - 362
3.3.1 Directional Markers -k, -m and -l - - - - - - - - - - - - 364
3.3.2 Plural Marker -j - 364
3.3.3 Expressions of "also" - - - - - - - - - - - - - - - - - - 364

3.3.3.1 -ny', -nyu and -nya 365

3.3.3.2 -ny'gwádvk "also same as" 366

3.3.4 -m(i) "start (momentarily/shortly)" 368

3.3.5 -'ì (or -'à) "all of a sudden/momentarily/voluntarily/
by itself" 371

3.3.6 -y "again" 373

3.3.7 Applicative Suffixes -o, -wo and -yo 375

3.3.8 -yò "do something when not supposed to" 379

3.3.9 Irrealis -hi and Future -ay 381

3.3.10 Reciprocal Suffix -v/-b "each other" 386

3.3.11 Reflexive Suffix -v 387

3.3.12 Past Tense (or Perfective) Suffix -ny 390

3.3.13 Evidential Markers -o and -w 392

3.3.14 Verb Stem-k + Person Marker-wi:/-yu:/i: +
Person Marker -i/-yu "(I think I will)
have to ...." 398

3.3.15 Dubitative Suffix -mò 400

Chapter IV: Sound Symbolism 404

4.0 Introduction 404

4.1 Verbs 404

4.2 Nouns 406

4.3 Sounds 406

4.4 Augumentative Suffixation 406

PART V

USEFUL EXPRESSIONS

Chapter I: Modal Expressions - 410
1.0 Introduction - 410
1.1 đu:y "faking/fooling/pretending" - - - - - - - - - - - - - 410
1.2 si:vk "to pretend" - 412
1.3 wal(a)/gwal(a) "want/wish/crave" - - - - - - - - - - - - - - 414
1.4 Probability Expression ma:đk - - - - - - - - - - - - - - - - 417
1.5 yi'đ/yi:đ "to be supposed to/be expected" - - - - - - - - - 420
1.6 Reaffirmation yu:me, wi:me, i:me and yi:me - - - - - - - - 424

Chapter II: Expressions of Habit/Repetition - - - - - - - - - - - - 427
2.1 sinyu:(v)k/gwe:k "to be again/to do again" - - - - - - - - 427
2.2 Habitual/Repetitive Action - - - - - - - - - - - - - - - - - 429

Chapter III: Degree Expressions - - - - - - - - - - - - - - - - - - - 432
3.1 pid "only" - 432
3.2 Emphatic Adverb đu "just/really" - - - - - - - - - - - - - - 434
3.3 Emphatic Suffix -dáv "very/extremely" - - - - - - - - - - - - 436
3.4 bik "to be in an extreme condition/to be extremely - - - 439
3.5 qéchim "little by little and finally" - - - - - - - - - - - 441
3.6 nahmíd "after a hard task/after all this time/finally - - 445

Chapter IV: Stuck with Words--Other Expressions - - - - - - - - - - 447
4.1 đowi:k/đowi:m "some of ..." - - - - - - - - - - - - - - - - - 447
4.2 wadk "to be stuck with" - - - - - - - - - - - - - - - - - - - 449
4.3 Particle jiv/jíjiv/đújuv "getting ready" - - - - - - - - - 451

PART VI

EXPANDING SENTENCES

Chapter I: Coordination and Subordination - - - - - - - - - - - - - - 455

- 1.0 Introduction - 455
- 1.1 Subordination Marker *ny*-, *ny'*-, *nyi*- or *nyu*- - - - - - - - 457
- 1.2 *nyiyú'k*, *nyuwí'k* and *nyi'í'k* - - - - - - - - - - - - - - - - 460
- 1.3 Temporal -*đa* "and then" - 461
- 1.4 -*ho* "and then" - 463

Chapter II: Conjunctions - 465

- 2.0 Introduction - 465
- 2.1 *mi* "or" - 466
- 2.2 *nyi'óm* "or" - 468
- 2.3 *yi'đ*/*yi:đ* "but" - 469
- 2.4 -*tho* "if" - 471

PART VII

EPILOGUE

Epilogue - 474

Appendix I: Vocabulary--Hualapai-English - - - - - - - - - - - - - 477

Appendix II: Vocabulary--English-Hualapai - - - - - - - - - - - - - 528

ABBREVIATIONS

Aux	auxiliary verb
Appl	applicative suffix
Dem	demonstrative suffix
Def	definitizer
ds	different-subject/reference marker
Dub	dubitative suffix
Emph	emphasis marker
Evid	evidential marker
Imp	imperative marker
Instr	instrumental suffix
Int	intensifier
Irreal	irrealis suffix
Loc	location marker
Neg	negative marker
Poss	possessive marker
Q	question marker
Recip	reciprocal suffix
Refl	reflexive suffix
State	state resulting from some action or passive suffix
Sub	subordinator
Subj	subject marker
ss	same-subject/reference marker
Voc	vocative marker
1	first person

2	second person
3	third person
#/#	Object/Subject
2/1	2nd person object/1st person subject
3/1	3rd person object/1st person subject
1/2	1st person object/2nd person subject
3/2	3rd person object/2nd person subject
1/3	1st person object/3rd person subject
2/3	2nd person object/3rd person subject
3/3	3rd person object/3rd person subject
*	ungrammatical or unacceptable

The aspirated consonants are indicated by adding the symbol {"} (e.g., t" as compared with the unaspirated t).

PREFACE AND ACKNOWLEDGEMENT

This is the first and modest beginning of writing a grammar of the Hualapai language, a Pai branch of the Yuman language family. Although Hualapai includes at least four regional dialects, we have dealt in this volume with those forms which are commonly shared by these dialect speakers. Today Hualapai is spoken in and around Peach Springs, Arizona by approximately 1,000 people. The initial seed of preparing a reference grammar was put down in 1976 when the Hualapai Bilingual/Bicultural Education Program began a leap forward under the directorship of Mrs. Lucille J. Watahomigie. Since then, individuals involved in the program (Cheryl Beecher, Jorigine Bender, Jean Imus, Josie Manakaja, Malinda Powskey and Philbert Watahomigie) have been learning linguistic skills and methods in collecting data, and have been preparing themselves for this task. The goal of such training has been and will continue to be to become Hualapai linguists and educators.

This reference grammar is just a part of a larger work which has been undertaken by the Bilingual/Bicultural Program and we have expressed our basic philosophy toward the Hualapai traditions—language and culture, elsewhere. Our hope is that the Hualapai language will now be recognized by the Hualapai people as well as people outside of this community to be a vital part of the people's lives. Without language, we not only fail to communicate with each other in our daily life, but also we cannot even retain our own self-concept.

This grammar is intended to be used by a variety of people:

1) by the Hualapai people to reaffirm the vitality of the Hualapai language and to continue making the language an inseparable part of their traditional and contemporary life;

2) by the Hualapai teachers in their preparation of language materials for teaching the language to the younger generations;

3) by the younger Hualapais to find the regularity and complexity of the language;

4) by the linguists who study a variety of Yuman languages to describe the complexity of the languages and the history of Yuman languages and peoples;

5) and by a general public to see for itself the richness of the Hualapai language.

We have introduced some of the linguistic terms in the hope that some of the readers will continue reading more linguistic materials that are already available in manuscript or published forms. The book consists of six parts. We will briefly summarize each part.

Part I: Introduction.

Chapter I (Development of the Hualapai Writing System) is the only technical chapter in this book. It reviews how a writing system has been selected for the Hualapai language. Perhaps the most important point in this chapter is the discussion of the need for cooperation among the community people, the Bilingual/Bicultural Education Program Director and the staff, the school administrators and the linguists for the healthy and successful development of a language program in a Native American community. Chapter II explains the alphabet and how each letter is pronounced. The readers are urged to read this chapter before they proceed to further chapters.

Part II: Simple Sentences—An Overview.

This part deals with the basic structure of Hualapai sentences. Chapter I discusses two important characterstics of the language: 1) each of the nouns in a sentence has its ending which indicates the specific function of it—as an actor, an object, a location, a tool and so on, and, 2) the verb in a sentence also has its ending called an auxiliary verb. The relationship between a verb and an auxiliary verb is presented in detail. Chapter II summarizes different types of sentences—how they are formed and what they mean. These types include the statement sentences (called "declaratives"), question sentences (called "interrogatives"), command sentences, negative sentences and nominal predicate sentences (e.g., I am a Hualapai).

Part III: Elements of the Sentences—Noun Phrases.

Each of the chapters in this part is an expanded discussion of the nouns and pronouns introduced in Part II. In addition to details of nouns and pronouns, Chapter IV deals with several ways to form compound nouns and to make verbs into nouns (i.e., the process called "nominalization").

Part IV: Elements of the Sentences—Verb Phrases.

This part deals with verbs in detail. The Hualapai language has an interesting array of verbal expressions—verbs of putting things on, of kinship relations, of emotions and of directions. These are exemplified in Chapter I. A particularly interesting chapter is on sound symbolism (Chapter III). One sound indicates something large and another sound something small, and these sounds are used in words to form contrasting pairs.

Part V: Useful Expressions.

A collection of useful expressions is presented in this part. Each of such expressions is formed in a unique way in the language. These include the modal expressions such as pretending, wanting, supposing and reaffirming; expressions of habit and repetition; degree expressions such as only, some, very or extremely; and so on.

Part VI: Expanding Sentences.

Part VI deals with the ways in which sentences can be expanded into longer and more complex ones.

Part VII: Epilogue.

Finally in this section we note some of the topics which will be covered in the second volume of Hualapai Reference Grammar.

A language is as complex and delicate as its users, and Hualapai is no exception. This book barely touches a tip of an iceberg but we hope that we have given sufficient excitement and encouragement for the readers to engage in further works on the Hualapai Language.

For several years before we began writing this volume, we have taped and transcribed the speech of older members of the community; we have consulted extensively with them during the analysis and writing sessions. Thus, during this project innumerable people shared their knowledge and wisdom with us and many of them actively participated in the preparatory work for the completion of this book. Although words cannot describe their invaluable contribution, we want to express our gratitude and appreciation to the following people. Any mistakes that may be found in this book are of course due to our limitations and ignorance and they are not to be associated with any of these people. Names are alphabetically ordered.

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PART I

INTRODUCTION

Chapter I: Development of the Hualapai Writing System

1.0 Prologue

"It is very evident that knowledge about American Indian languages is considered to be a thing of value and of relevance to the concerns not only of those who are interested in linguistic theory but also of those interested in education. Yet it is remarkable that when experts on American Indian languages are convened, native speakers of those languages, with occasional exceptions, are absent. It is somewhat of a disgrace that we have not succeeded in bringing a significant number of American Indians into the linguistic profession" (Hale, n.d.). This neglect of Native Americans as potential professionals persists. In 1973, Kenneth Hale succeeded in bringing two Navajo linguistic students to the American Anthropological Association Annual Meeting where they presented their papers to the linguists. In 1978, under Hale's supervision, two Native Americans received their Ph.D. degrees in linguistics from the Massachusetts Institute of Technology. They are the first Native Americans who have achieved this highest degree in the field of linguistics. One of them, Dr. Masayesva Jeanne (Hopi) was quoted in Wassaja (National Newspaper of Indian America) that "in my time, we were forbidden to speak Hopi at school. I believe this has changed somewhat, but those who know the language well enough to teach should be brought into programs directed at the young people, so that the language will not be lost." Dr. Jeanne's remarks epitomize the general attitude of Native Americans today.

Of course, from the very beginning of American linguistics, students of American Indian languages have been aware that there are many "terminal languages." In these terminal languages, the fluent speakers are found only among older generations, and the number of speakers is rapidly diminishing (Chafe 1962, 1965). Even within the generations of fluent speakers, a rapid "forgetting" phenomenon (de-acquisition process) is observed (Voegelin and Voegelin 1977). Linguists, therefore, have been eager to record these dying languages for their scholastic purposes. Recordings of these languages have benefited them in the forms of publications, academic positions in higher educational environments and so on. In this line of work, the Native American community is considered only as a source which provides a linguist with "informants" who "delight" the linguist by supplying him with linguistic data. The linguist is delighted because he believes that a fluent speaker's knowledge of his own language is infinitely superior to that which an outsider can even hope to attain.

The suppliers of "informants," however, began to feel that this is "exploitation"--they began to question what benefit they had gained from the linguist and what they had received from him in return. Gradually, especially since the 1960s with the passage of the Civil Rights Act (Title VI) and Indian Self-Determination and Educational Assistant Act (Public Law 93-638), Indians have become more educated and they have become increasingly self-governing. The Indian communities began to assert their rights and privileges, their self-identity and the importance of their ancestral cultural and linguistic traditions. Some linguists, reflecting this trend, have consciously begun to work with communities. An extreme case in this trend is the linguist who works with communities purely in order to serve those communities with no intention of publishing the results. Another extreme case of not publishing the results comes partially from the political situation of the community which makes it impossible for the linguist to utilize his own findings. This is especially true when the linguist is engaged in "contract" linguistics for the revival and maintenance of the community's ancestral cultural and linguistic traditions (Stull 1979).

In carrying out any kind of research in a community, it is both a professional courtesy and a necessity to obtain permission to work in the community from the tribal council or any other governing body. Permission implies an obligation to leave the collected data which will be useful to the community. When this reciprocity is not followed, the consequence is often the closing of the community to any more linguists in the future. Permission to work in the community does not necessarily mean that linguists can do anything they want with the results. In some cases it happens that the tribal council requests that the pre-publication manuscript be submitted for approval. In order to reach a sensible "trade-off," more and more linguists are working with the bilingual/bicultural education programs of Native American communities, assisting them in the development of an orthography, producing reference and pedagogical grammars, training native researchers and so on, while carrying out their own research projects. This change in attitudes reflect the Native Americans' interest in maintaining their traditional language and culture in order to preserve a sense of unique identity and a sense of self-image. Bilingual/bicultural programs with the linguist's collaboration are reinforcing re-acquisition of native languages by the older generations--thus reviving and maintaining it, and is enabling younger generations to learn their ancestral language as the first or sometimes as the second language.

1.1 Bilingual/Bicultural Education

In 1968 the Bilingual Education Act (Title VII) was enacted, providing funds to support bilingual programs which used the children's native language and culture for instruction while they were learning English. As early as 1920, inability to understand the language of instruction was recognized as the chief cause of poor performance in schools. According to the 1970 census survey, 33.2 million Americans--i.e., 16% of the population, spoke a language other than English as their native tongue (U.S. Commission on Civil Rights 1975: 10). Unlike the other groups, the survival of Native American languages is primarily the result of their continued use by existing groups and also of their (relative) geographic isolation, rather than replacement through immigration or through already established formal language teaching at schools. In 1970, the Department of Health, Education and Welfare (DHEW) issued its May 25 Memo which reminded federally-funded school districts of the requirement to provide assistance for language-minority children and stated that failure to provide such assistance, where needed, would be considered a violation of Title VI of the Civil Rights Act of 1964 (U.S. Commission on Civil Rights 1975: 20). In January of 1974, the Supreme Court affirmed for the Lau vs. Nichols Case that school districts are compelled under Title VI of the Civil Rights Act to provide children who speak little or no English with special language programs which will give them an equal opportunity to an education.

Under the guidelines of the Bilingual Education Act, bilingual/bicultural education is generally defined as an instruction using the native language and culture as a basis for learning subjects until second language skills (i.e., English) have been developed sufficiently. It is an approach to provide language-minority children with an equal educational opportunity. Both the DHEW Memo and the Supreme Court Decision declined to provide school districts with any explicit type of assisting programs but instead left to the local districts the ultimate decision as to the specific programs which would provide children with equal benefits in the attainment of an education (U.S. Commission on Civil Rights 1975: 31). More recently, it should be noted, a similar decision was made in regard to bidialectalism. Nation-wide attention has been drawn to Judge Joiner's landmark decision in the suit brought against the Ann Arbor Michigan School District Board by 11 Black children attending Martin Luther King Junior Elementary School. Judge Joiner's decision "requires the formulation of a plan for aiding the teachers of the plaintiff children at King School to identify children speaking 'Black English' and to use that knowledge in teaching students how to read standard English" (Wolfram 1979: 1).[1]

In general, bilingual/bicultural education programs include as their approaches and goals the following:

a) Children are taught all cognitive areas first in their native language.

b) The curriculum includes the child's historical, literary and cultural tradition for purposes of strengthening identity and a sense of belonging and for making the instructional program easier to grasp.

Bilingual/bicultural curriculum-developers have given as much importance to building self-concept in schools as to transmitting knowledge (U.S. Commission on Civil Rights 1975: 30). Programs are designed to help the child make the transition from home to school more easily by reducing the differences between the language and culture of the home and those of the school. Programs also provide opportunity for the utilization of native language teachers in addition to (and in some cases in place of) teachers of the dominant culture to further enhance self-concept of the children and to reinforce the child's background and culture. Self-concept is affected by interaction with teachers, and native language teachers are considered to be best able to communicate the encouragement and understanding needed by children.

1.2 Developing An Orthography--Bilingual/Bicultural Program and the Linguist

In particular, this trend toward bilingualism and biculturalsim entails the preparation of teaching materials in addition to resolving philosophical and political matters. It also entails other practical problems such as who is going to prepare these materials, who is going to teach children with those materials and so on. This section will concentrate on the problems surrounding the preparation of an orthography.

1.3 Writing System and Phonemic System of Hualapai

A successful bilingual and bicultural education program requires much more than the mere development of an acceptable writing system. It requires cooperation among the program personnel, the school personnel and the community people at all stages. One of the first questions which is often asked by the target population is who the program initiators are. Initiators must be accepted by the local professionals (such as relevant school personnel) as well as by the community people (and also by the appropriate federal or state authorities if the given program seeks funding from outside agencies). In many cases, natives of the community are involved in the program from the onset but for various reasons they may not be accepted as appropriate individuals. This acceptance or rejection of individuals takes place in different stages. For example, the program personnel may be elected by the community population. Those who actually vote, however, are the ones who are positively supporting those individuals and those who do not support the nominees may not vote. That is, not voting is often the way to express negative feelings among Native Americans. Once this barrier is overcome, the program staff may start working to develop a writing system acceptable to the community. An important question is who are the resource persons for the preparation of the writing system and of subsequent teaching materials. If only a few are contributing, this may become a cause of jealousy among the community people, resulting in the rejection of materials, no matter how good they may be. A related concern is who will use these materials in the classroom for teaching children of the community.

As an illustration of one of these problems, we can cite the Winnebago community where about half of the 2,500 Winnebagos in the State of Wisconsin speak the language. An attempt was made to produce a "speak your language" flyer to be distributed to the Winnebago community as a first step in starting a language maintenance movement. Those working on this flyer justified their appeal, however, in religious terms which they themselves eventually realized would be offensive to many members of the community: the flyer was aimed at members of the Medicine Lodge, while many Winnebagos adhere to the Native American Church, the Drum Religion or to various non-native Christian churches; and many adhere to none of these. While members of all of these groups use the language and are concerned about its survival, each group appears to see the language in the light of its own larger concerns (Miner 1977).

In sum, constant communication between the program personnel, the rest of the community and the relevant local personnel is essential for the success of bilingual/bicultural program.

1.3.1 One of the first linguistic tasks for bilingual/bicultural program initiators is the preparation of materials. Materials development, of course, requires some sort of orthographic device. Introduction of any system of writing can be successful when it is reasonably efficient and when it is accepted by the target population. An alphabet system, where there is one symbol for one phoneme, was introduced to the Choctaw, and a Bible translation was undertaken in 1848. An alternative is a syllabary system, such as the one used by the Cherokee. The Cherokee syllabary was created entirely by a Cherokee native in 1819.[2]

1.3.2 The bilingual/bicultural program of Hualapai uses the alphabet writing system. This was done partly to conform to the demands of the Hualapai people and partly out of the program staff's philosophy of education that the maximal transfer of the Hualapai writing system to the English spelling convention is most beneficial for the learners as well as teachers.[3]

1.3.3 The program director with her staff and consulting linguists developed a writing system which seems to satisfy the following requirements: 1) maximal transference with English spelling convention, 2) close reflection of the phonological structure of the Hualapai language, and 3) the uniqueness of the Hualapai language system. The Hualapai people have had frequent and extensive contacts with the neighboring Havasupai community where a closely related dialect is spoken. The Havasupai community had developed an alphabet writing system of their own. Instead of incorporating the Havasupai writing system, the Hualapai group decided to develop an independent system of writing primarily to keep their identity separate from the Havasupai group. This feeling of "separatism" is also true among the Havasupai group. Linguistically, these two groups speak dialects of the same language. In fact, some linguists state that the differences between the two dialects are so small that the two can be classed together to form one dialect (e.g., Kendall 1975). At the time the initial writing system was developed in 1976, this observation of the extreme similarity between the two dialects seemed correct as was evident from comparison of the phonemic systems. However, during the past three years, the Haualapai bilingual/bicultural program staff has become aware of more differences which has prompted revisions and modifications of the intial writing system.

1.4 Writing System and Phonemic Inventory of Hualapai

(after Redden 1966 and Winter 1966)

a) Vowels

	Front	Central	Back
High	i		u
Mid	e		o
Low		a	

b) Consonants

	Bilabial	Dental	Alveolar	Palatal	Velar	Post-Velar	Glottal
Stops	p	t̪			k	q	?
Affricates				č			
Fricatives	β	θ	s				h
Nasals	m		n	ñ	(ŋ)		
Flap			ř				
Lateral			l				
Glides	w			y			

1.4.1 The stop series presented the most difficulty for the program staff who developed the writing system during the years 1975-6. The stop series /p, t̪, k/ are usually considered to be "lenis," therefore they are often heard as voiced counterparts [b, d̪, g] (Redden 1966 and Winter 1966). However, further investigation by the program staff (who were also fieldworkers) collected a fortis (and sometimes clearly aspirated) stop series. This finding resulted in a list of minimal pairs as shown below.The aspirated/fortis sound is indicated by adding the symbol ["] as in p".

1.	a)	ap"aa ~ ?pha?	'bullet'
		apaa ~ ?paa	'man'
	b)	yap"aak	'night'
		yapaak	'to believe'
	c)	p"i	'metate'
		pik	'to be dear'
	d)	t̪alp"oo	'fat lizard'
		t̪ilpu?	'road runner'

During the elicitation sessions with the older speakers the fieldworkers also obtained evidence that the alveolar [t] is fairly common among the speakers. The dental /t̪/ was heard as lenis, while the alveolar [t] was interpreted as fortis. The newly discovered [t̪] was identified as a separate phoneme.

2.	a)	t̪enuurk	'to write'
		*tenuurk	
	b)	tuyk	'to be hot'
		*t̪uyk	

The fortis and lenis contrast occurs with the velar stops as well:

3.	a)	ak"wa ~ ?k"wa	'knife'
		akwa ~ ?kwa	'horn'
	b)	k"o? ~ k"o	'pinon'
		kook	'to complain'

c)	kak"eek	'to cross'
	kakeek	'to be strong'
d)	t̪ak"eek	'to change'
	t̪akeek	'to push'

1.4.2 In devising a set of alphabet symbols for the stop series, superscripts or diacritics were avoided as much as possible. The reasons for this avoidance included: 1) they are hard to write or type and 2) they are hard to see (therefore, hard to read). In the writing system, the bilabial fortis (or aspirated) voiceless stop is represented by {p}, and the lenis counterpart by {b}. There was a considerable amount of discussion for the selection of a symbol for the dental stop. At first the symbol {d} was proposed but, as we have noted above, the contrast of the alveolar /t"/ and the dental /t̪/ was recognized significant--if the symbol {d} is used for the dental /t̪/, it may be later misread as the lenis alveolar. Then the use of the symbol {ŧ} (t with an extra line) was suggested for the dental /t̪/. However, when they learned that the neighbor, Havasupai, had been using the same symbol for the same sound, the Hualapai group decided not to use it, and instead {đ} (d with an extra line) was selected. This symbol, in fact, represents a closer approximation of the actual sound since it is lenis rather than fortis. The velar sounds /k"/ and /k/ are written as {k} and {g}, respectively. The post-velar /q/ is represented by {q} and the glottal stop /ʔ/ by the single quotation mark {'}.

1.4.3 The fieldworkers observed that the Hualapai speakers use the labiodental [f]. It had not been reported previously by linguists who worked with the Hualapai speakers. The occurrence of [f], however, seems limited to a small number of lexical items. The sound, however, is recognized as a separate phoneme (see, for example, yafoʔk 'first' and vo:k 'to walk').

4. a)	mafiʔk	'to be a quarter'
b)	yafoʔk	'to be first'
c)	kafooyk	'thunder season'

1.4.4 The bilabial voiced fricative /β/ is used by older speakers and so is the labio-dental voiced fricative [v]. Older forms with /β/ have somehow developed into two separate sets: one with [β] and the other with [v]. There does not seem to exist any phonological or semantic reason why some lexical items are pronounced with [β] but not with [v], or vice versa. Pronunciation of these sets varies, however, from one individual to another (even with a same individual), and the alteration of [β] with [v] does not present any 'awkward' feeling to these speakers. This distinction was considered unimportant by the fieldworkers, and they made a decision to use the symbol {v} to represent both of them.

1.4.5 The flap /ř/ was also a problematic one. Initially we wanted to use the symbol {r} for the Hualapai flap. Since the symbol {r} also appears in English representing the retroflex [r], some of us argued that the bilingual children learning how to read and write Hualapai might think that the symbol {r} represents the one and the same sound both in Hualapai and in English. After a lengthy discussion, we agreed that the symbol {d} might be best since 1) there does not seem to be an unaspirated lenis alveolar [t] , 2) the flap /ř/ is articulated in the same place as [d] , and 3) some speakers do not seem to make a clear distinction between [d] and [ř].

1.4.6 The field investigation of the sound system of Hualapai resulted in revising the phonemic inventory proposed by Redden and Winter. The vowel inventory remained essentially the same except that the length was found to be phonemic. The consonant chart showed a considerable addition of sounds as seen below. Phonemes *a la* 1966 are listed within the parentheses.

	Bilabial	Labio-D	Dental	Alveolar	Palatal	Velar	P-V	Glottal
Stops	p"			t"		k"		
	(p)		(t̪)			(k)	(q)	(ʔ)
Affricates					č"			
					(č)			
Fricatives		f	(θ)	(s)				(h)
	(β)	v						
Nasals	(m)			(n)	(ñ)	(ŋ)		
Flap				(ř)				
Lateral				(l)				
Glides	(w)				(y)			

Corresponding writing symbols are as follows:

a) Vowels

	Front	Central	Back
High	i/i:		u/u:
Mid	e/e:		o/o:
Low		a/a:	

b) Consonants

	Bilabial	Labio-D	Dental	Alveolar	Palatal	Velar	P-V	Glottal
Stops	p			t		k		
	b		d			g	q	'
Affricates					ch			
					j			
Fricatives		f	th	s				h
		v						
Nasals	m			n	ny	(ng)		
Flap				d				
Lateral				l				
Glides	w				y			

1.5 Revised Orthography as of 1979

The attempt to record a language which has never been written before may result in simplification of the phonological structure of the language by means of rule loss (Dressler 1972). It may also result in restructuring by means of re-analysis, innovation or analogical borrowing from other languages. The Hualapai language shows one such phenomenon. The distinction of [β] and [v] , for example, may be influenced by English since those who speak Hualapai are also fluent speakers of English. Sometimes speakers subsitute the English [v] for the Hualapai [β] but not always; this results in a free variation-like phenomenon.

When we first attempted to devise an orthography, we approached the sound system with extreme caution. We considered the phonemic inventory (with allophonic discussions) _a la_ Redden and Winter as an accurate representation of the Hualapai sound system, thus hypothesized as follows:

The distinction of [p"] and [p] as separate phonemes, for example, may be a result of deliberate and exaggerated distinction. Sometimes when speakers come up with a pair of homonyms, they want to insist that something must be different, and they exaggerate some part of one form in the pair, while the other (with another meaning) remains unexaggerated. The fieldworkers who are eliciting lexical items, in turn, think that the difference is genuine and that the difference lies in the degree of aspiration; thus /p"/ and /p/.

Our hypothesis, however, turned out to be incorrect. We obtained further data from the well-recognized fluent speakers in the community which clearly show such distinctions. Furthermore, there is historical evidence that those sounds in the stop series now pronounced with aspiration were sequences of [h] plus a stop (Wares 1968; Hinton 1975).

Recent investigation by the Bilingual/Bicultural Program staff has revealed that the alveolar stop also presents the aspirated and unaspirated contrast:

5.	t"uyk	'to take off (clothes)'
	tuyk	'to be hot'

It was also discovered that the dental stop originally thought to be an unaspirated lenis [t̪] has a contrasting fortis [t̪] :

6.	yit̪"at̪	'back'
	gwe-t̪algobi	'drum'

These new findings resulted in creating a new set of symbols to represent these phonemes of the Hualapai. Since we already have {d} for the unaspirated dental /t̪/, we added the symbol {t} for the aspirated dental /t̪"/. The alveolar aspirated /t"/, on the other hand, has been represented by the symbol {t}, and the logical step is to use {d} for the unaspirated alveolar /t/. However, the symbol {d} is already in use to represent the Hualapai flap /ř/. At this state, the alveolar unaspirated /t/ seems restricted to a limited number of lexical items and also it is observed that the flap /ř/ and /t/ are extremely similar; in fact the alveolar /t/ may be more accurately characterized as a tap. Such observations led us to use the same symbol {d} both for the alveolar /t/ and /ř/.

In addition, the Hualapai Bilingual/Bicultural Program staff discovered the vowel [æ] is relatively common in Hualapai. The sound was originally interpreted as a sequence of /y/ and /a/, and this sequence was observed to occur most often (but not exclusively) before the post-velar /q/. It appears in many words where it may have derived historically from /ya/. Since the occurrence of [æ] is common and the time required in producing the sound seems identical with the time for other vowels, this was identified as a separate phoneme /æ/, thus a new writing symbol {ae}.

7. a)	laqk	'to sprain'
	laeqk	'to be sore'
b)	bak	'to boil'
	baeqk	'to hit'
c)	sak	'to puncture'
	saeqk	'to spank'

Now the phonemic inventory which is revised as of 1979 is presented below with the writing symbols in braces.

a) Vowels

	Front	Central	Back
High	i {i}		u {u}
Mid	e {e}		o {o}
Low	æ {ae}	a {a}	

Note that the vowel length is indicated by adding to a vowel the symbol {:}.

) Consonants

	Bilabial	Labio-D	Dental	Alveolar	Palatal	Velar	P-V	Glottal
Stops	p" {p}		t̪" {ŧ}	t" {t}		k"{k}		
	p {b}		t̪ {d}	t {d}		k {g}	q{q}	ʔ {'}
Affricates					č" {ch}			
					č {j}			
Fricatives		f {f}	θ {th}	s {s}				h {h}
	β {v}	v {v}						
Nasals	m {m}			n {n}	ñ {ny}	ŋ {ng}		
Flap				ř {d}				
Lateral				l {l}				
Glides	w {w}				y {y}			

1.6 Epilogue

The program staff (who are at the same time the fieldworkers) are also involved in teaching with the writing system and they are all fluent speakers of the language. They can orally present the written material faithfully as the older generation would like to hear, and no serious resistance from the older generation has been encountered nor is expected against the system. Some changes in the language might be expected when the younger generations acquire this writing system. The symbols employed in it may lead to some changes in the phonological structure (partially because of the similarity between the Hualapai symbols and those used in the English spelling), e.g., replacement of the bilabial voiced fricative [β] by the labiodental voiced fricative [v] , or reanalysis of the phonological system by interpreting the {p} and {b} (and other stop series) as voiceless and voiced, respectively. Thus people may postulate and fill the gaps in the phonemic inventory.

With the close cooperation of the Hualapai Bilingual/Bicultural Program staff, the community and the linguist, the writing system is developed and constantly revised. For the linguist, this project has made it possible not only to continue his own research on the reservation, but also to recruit, through the Tribal Council or the Bilingual Program Office, any number of speakers who will assist him in his research. At the same time, the Bilingual/Bicultural Program staff have acquired and will continue to develop skills necessary for the study of their language, thus becoming themselves linguistic researchers and practitioners.

The work so far was made possible by the collaboration of the academic and non-academic linguists. This process of developing an orthography has been recognized by both kinds of linguists as a mutually educational and training process, and furthermore, both recognize the value of keeping a balance between the linguistics-at-a-distance and linguistics-on-the-spot.

Footnotes

1. Wolfram summarizes the facts and law established as the results of the ruling (1979: 7):

> 1. The plaintiff children to speak at home and in their local community a language that is not itself a language barrier. It is not a barrier to understanding in the classroom. It becomes a language barrier when the teachers do not take it into account in teaching standard English.
>
> 2. The evidence supports a finding that the barrier caused by a failure on the part of the defendant to develop a program to assist their teachers to take into account the home language in teaching standard English may be one of the causes of the children's reading problems.
>
> 3. The inability to read at grade level does impede the children's equal participation in the educational program of the school.
>
> 4. To the extent the defendant School Board has failed to take appropriate action, that failure impacts on race.
>
> 5. The obligation of the school system in this case is to take appropriate action to overcome the language barrier.

2. A fuller discussion of Native writing systems is found in Walker (1969, 1974). Voegelin and Voegelin (1961) presents a detailed discussion on the types of alphabet systems. They write:

> The great advantage of Greco-Russian-Greco-Roman type of alphabet is not that it specifies phonemic features incapable of specification by all other alphabet types, but rather that it is the only type which permit a writer to distinguish between consonant clusters and vowel clusters and consonant-vowel sequences without extra work (p. 89).

They continue to say that to specify and distinguish such sequences demands extra work in other kinds of alphabet systems. Instead of laboring to explicate these sequences, writers just "wrote all or most sequences as consonant-vowel-consonant-vowel" (p. 89). Consequently, all other types of alphabets, i.e., syllabaries, "have acquired a reputation of being more primitive than the Greco-Russian-Greco-Roman alphabet" (p. 89). They also point out that the various syllabic scripts are 'natural' ways of writing although they are said to be primitive, while the alphabet (i.e., non-syllabic) way of writing is a 'superior' way and at the same time a 'less natural' way of writing.

3. Walker (1969) cites a similar observation reported by Sjoberg. Walker (1969: 155) concludes that "while writing systems should be reasonably efficient and systematic, they should also provide for maximal transference with the spelling conventions in use by the larger society."

The fit of alphabet to language may be achieved by matching the inventory resources of a particular alphabet and the inventory of phonemes in a particular language (Voegelin and Voegelin 1961: 86). An efficient alphabet writing system consists of a set of alphabet symbols each of which is assigned to each phoneme in the inventory by a set of conventions (Walker 1969: 155).

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Chapter II: The Hualapai Alphabet

2.0 Introduction

The following letters (1) or combination of letters (2) represent the sounds of the Hualapai language:

(1) a, ae, b, d, đ, e, f, g, h, i, j, k, l, m, n, o, p, q, s, t, ŧ, u, v, w, y and '

(2) a:, ae:, e:, i:, o:, u:, aw, ay, ey, uy, ch, ny, ng and th

Since every student learns both the alphabet for English and the alphabet for Hualapai, letters common for both languages are used as much as possible. In many cases, the letters or combinations of letters are pronounced in the same way in Hualapai words and in English words. However, one important difference must be noted here. In English the same letter may often have two or more different sounds. An efficient alphabet, however, uses the principle of one letter for one kind of sound. We follow the principle in our writing. Once we learn which letter represents what particular Hualapai sound, we will be able to write and read Hualapai sentences.

2.1 Vowels

In Hualapai, we have a group of six short sounds and six long sounds and four gliding sounds which can be stressed. These sounds are called "vowels."

2.1.1 Short Vowels

The six short vowels are written as follows:

a, ae, e, i, o and u

2.1.1.1 a - this is pronounced like the underlined part of the English word "hot."

Hualapai examples:

á'a	saguaro
wáva	ten
sal	hand

2.1.1.2 ae - this combination of two letters is pronounced like the underlined part of the English word "cat" or "mat."

Hualapai examples:

baeqk	to hit
jigáedk	to chop
laeqk	to be sore

2.1.1.3 e - as in "bet" or "said."

Hualapai examples:

e'	yes
bes	money
he'	dress

2.1.1.4 i - as in the underlined part of the English word "bit" or "fish."

Hualapai examples:

i' or í'i	wood
sída	one
milqí	neck

2.1.1.5 o - as in the English word "boy."

Hualapai examples:

ó'o	fire
o'p	no
oló	horse

2.1.1.6 u - as in the English word "cook" or "full."

Hualapai examples:

gúla	rabbit
jikbú	the part below the rib
mul	name

2.1.2 Long Vowels

When a vowel is simply lengthened, what we have is a long vowel. We indicate this by adding the symbol {:} to a vowel. Long vowels are:

a:, ae:, e:, i:, o: and u:

2.1.2.1 a: - this is pronounced like the underlined part of the English word "father."

Hualapai examples:

va:m	now/today
sma:k	to sleep
gwe ma:k	to eat (something)

2.1.2.2 ae: - English uses the short ae sound. The underlined sound of "bad" is similar to Hualapai, but the English sound is shorter.

Hualapai examples:

gae:k	to shoot (many things)
gae:dk	to break off (many things)
digae:dk	to chop (many things)

2.1.2.3 e: - English does not use the sound represented by this letter. In English the underlined part of the word "bed" is somewhat similar, but the Hualapai e: is pronounced longer.

Hualapai examples:

be:mk	to be no more/all gone
he:dk	to rope/imprison someone
de:vk	to play

2.1.2.4 i: - as in "sheep" or "eat."

Hualapai examples:

misi:	girl
gi:nya	younger siblings
wasi:vk	to think

2.1.2.5 o: - only the short o appears in English words such as "boy." To make the Hualapai o:, simply make the o longer.

Hualapai examples:

vo:k	to walk
viso:k	to watch
sivo:k	to wait

2.1.2.6 u: - as in "pool" or "loop."

Hualapai examples:

'u:k	to see
'mhu:l	ash
hu:	head

2.1.3 Diphthongs

A third set of vowel sounds are represented by combination of letters. When we pronounce them, they sound like gliding from one sound to another. These are called diphthongs and they are:

aw, ay, ey and uy

2.1.3.1 aw - this is pronounced like the underlined part of the English word "cow."

Hualapai examples:

thawk	to be little/young
qwaw	hair
dawk	to hurry

2.1.3.2 ay - as in "lie" or "bite."

Hualapai examples:

bay	all
jibáy	bird
dayk	(more than one) to play

2.1.3.3 ey - as in "they" or "cake."

Hualapai examples:

seyk	to be brown

mahnyò'gambéy	socks

2.1.3.4 uy - as in "buoy."

Hualapai examples:

buyk	(two or few) to be dead
duyk	to be hot
tuyk	to take off (clothes)

2.2 Consonants

In previous sections we presented a group of letters which represent a set of sounds called "vowels." We will now see another set of sounds called "consonants." The following letters (1) or combinations of letters (2) represent these consonant sounds.

(1) b, d, đ, f, g, h, j, k, l, m, n, p, q, s, t, ŧ, v, w, y and '

(2) ch, ny, ng and th

2.2.1 Consonants Represented by Single Letters

2.2.1.1 b - we do not find exactly the same sound in English. The letter is neither p as in the English word "pot" nor b as in the English word "bottle." The Hualapai sound b is somewhat in between these two sounds, i.e., sometimes it may sound like p and some other times it may sound like b.

Hualapai examples:

ba'	man
baqí	woman
yaba:k	to believe

2.2.1.2 d - this is also somewhat unique in Hualapai. In most of the cases this letter represents a sound called the flap sound. In order to produce this sound, we will tap quickly the tip of the tongue against the gum of the mouth-roof. This sound may be found in English words such as "butter" and "better" (especially when we say these fast).

Hualapai examples:

de:vk	to play
smadk	ear
duyk	to be hot

2.2.1.3 đ - this is also unique in Hualapai. When we say this sound, the tip of the tongue touches the upper teeth. When someone says this sound, we will be able to see the tip of the tongue.

Hualapai examples:

đađ	thorn
điyách	corn
đek	to be many

2.2.1.4 f - this sound is exactly like the underlined part of the English word "first."

Hualapai examples:

yafó'k	to be first
mafí'k	to be a quarter

2.2.1.5 g - this represents a unique Hualapai sound. It is unique because the sound is neither g as in "goat" nor k in "cup," but somewhat in between these two.

Hualapai examples:

gwa	horn of an animal
gwe	something
gwink	to twist/wrap around

2.2.1.6 h - this is pronounced like the underlined part of the English word "help" or "heavy."

Hualapai examples:

'ha:	water
he'	dress
hwalk	to dig up

2.2.1.7 j - this is pronounced somewhat in between the underlined part of the English words "jump" or "choose."

Hualapai examples:

jo:vk	to fight
jída	mother
jimyúl	ant

2.2.1.8 k - this is like the underlined part of English "cool" or "cup."

Hualapai examples:

ko'	pinon nut/tree
ke:k	to carry on one's back

gake:k	to cross

2.2.1.9 l - this Hualapai sound is like the underlined part of the English words "look" or "long."

Hualapai examples:

lu:thk	to pop/burst
lúvkik	to run away
lowa	wife

2.2.1.10 m - this is like the sound as in "moon" or "monkey."

Hualapai examples:

mank	to fall
mi:k	to cry
misi:	girl

2.2.1.11 n - this is pronounced like the English sound as in "noon" or "noise."

Hualapai examples:

ni:s	spider
nalk	to drop/go down
hnal	gourd

2.2.1.12 p - as in the underlined part of English "pat" or "pop."

Hualapai examples:

'pa'	bullet
yapa:k	night

2.2.1.13 q - English does not have this sound. When we say this sound, the back of the tongue touches the soft tissue hanging in the throat.

Hualapai examples:

qwaw	hair
qwaq	deer
qa:q	crow

2.2.1.14 s - this is like the English sound as in "sail" or "sell."

Hualapai examples:

seyk	to be brown
sal	hand
vasu:k	to be green

2.2.1.15 t - this is like the English sound as in "top" or "tip."

Hualapai example:

tuyk	to take off

2.2.1.16 **t** - this represents a sound similar to the Hualapai **d**, but in this case a stronger air puff comes out of the mouth.

Hualapai examples:

jid**t**a:**d**k	to crawl
yi**t**á**d**	back
a**t**á'	reed

2.2.1.17 v - this represents a sound unique in Hualapai. When we say this sound, both of the lips come closer. (In some cases, the same letter may be pronounced just like English as in "very" or "vote.")

Hualapai examples:

va:m	now/today
vo:k	to walk
viyámk	to run

2.2.1.18 w - this is like the underlined sound as in "wet" or "wise."

Hualapai examples:

'wa:	house
waksí	cow
wil	weeds

2.2.1.19 y - this is pronounced like the English sound as in "yes" or "yell."

Hualapai examples:

yal	under
ya'	mouth
yak	to lay

2.2.1.20 ' - this sound represented by the letter {'} is not like other sounds. This is what separates the two parts of the exclamation oh-oh, which in our writing will be o'o:.

Hualapai examples:

ó'o	fire
í'i	wood

'wa:	house

2.2.2 Combinations of Letters for Consonants

ch, ny, ng and th

2.2.2.1 ch - this is pronounced somewhat like the underlined part of the English word "chop" or "chip."

Hualapai examples:

nyach	I (am/do)
chu:dk	to be winter
chaw	cloth/rag

2.2.2.2 ny - English does not use this sound too often. We may find a similar sound in the word "canyon."

Hualapai examples:

nya:	sun
nyu:dk	to be spotted
nyimsávk	to be white

2.2.2.3 ng - the sound ng (as in sing or king) is a special sound in Hualapai that appears as an ending before the auxiliary verb when the subject is the second person (see Part II, Chapter I, Section 1.4.1).

Hualapai examples:

Mach gwe mima:hingwi.	You are going to eat.
Mach misma:hingyu.	You will sleep.
Mach miya:mayngyu.	You are going to go.

2.2.2.4 th - this is just like the English sound as in "thin" or "thank."

Hualapai examples:

thimbo:	bee
thi:k	to drink
thawk	to be little/young

2.3 Stress

In the previous sections, we did not explain which part of a word is pronounced louder or higher. When a word contains two or more vowels, we often pronounce one part louder or higher than other parts. To tell us which part is louder or higher (that is, which part of the word is stressed or accented), we can use a stress mark over the vowel--the symbol {´} for the strong and the symbol {`} for the weaker accents. For example, the word for "horse" can be written as òló. This means, then, that we pronounce the word òló with the second o louder or higher. A general rule of the accent placement is as follows:

> When there are two or more vowels in a word and when one of them is a long vowel, the stress is usually placed on the long vowel.

Examples are presented below:

vàsú:k	to be green
jìgyó:k	to bite
wàsí:vk	to think

A long vowel, then, is usually stressed, therefore in this book, the stress mark is not written on the long vowel. Whenever there is a potential confusion, however, we will write the stress mark. Some more examples are shown below:

Banya:nyuwà	Phoenix
mùlvwayo:wo	tribal office

2.4 Dropping Vowels

The short vowels may occasionally sound different in different words. When these short vowels occur in a word without being accented, they may disappear or may sound like the underlined vowels in the following English words:

fathe̲r, a̲bout, additiona̲l or rose̲s

The following Hualapai words illustrate this phenomenon:

thambó	or sometimes thmbó	"bee"
nithi:	or sometimes nthi:	"ant"
misì'qéych	or sometimes msì'qéych	"little girl"

2.5 Spelling Variations

There are several cases of spelling variations. The following list shows those examples that appear in this book.

2.5.1 d plus vowels

When a word begins with d, the vowel that comes after it may be either i, e or a. Examples:

di̲gáedk	to chop
de̲gáedk	

dag̲áedk

In this book we try to use one spelling more often than the others, and sometimes the readers may find just one of the variations appearing in this book. All other variations are of course part of the language and any one of them can be used.

2.5.2 Glottal stop or length

'ha'̲	water
'ha:̲	
mísi'̲	girl/daughter
misi:̲	
wa'̲k	to sit/live
wa:̲k	
wi'̲	rock/mountain
wi:̲	
'wa'̲	house
'wa:̲	

2.5.3 Glottal stop or a vowel

At the beginning of a word, the glottal stop may be replaced by a vowel:

'̲ta'	reed
'̲ta:	

atá'	
ata:	

'wa'	house
'wa:	
awá'	
awa:	

2.5.4 Glottal stop or h

gavgó'k	to bar/stop
gavgóhk	

spo'k	to know
spohk	

2.5.5 a or i

gadóhk	to kick
gidóhk	

isavgó	corral
isivgó	

masmá'!	Sleep!
mismá'!	

thagómk	to break/crack
thigómk	

2.5.6 u or o

guwa:mk	to sound (fading noise)
gowa:mk	
nuwa:	friend
nowa:	

2.5.7 u or i

jubá'kk	to come out
jibá'kk	

also

juba:kk	
jiba:kk	
nuwílk	to herd
niwílk	

2.5.8 o or i

vonyi:k	to lead/guide/be with
vinyi:k	

2.5.9 o or no vowel

gowa:mk	to drive
gwa:mk	

2.5.10 g or q

thigómk	to break/crack

thiqómk

also

thagómk

thaqómk

2.5.11 g or k

jagji:k	to step on
jakji:k	

gathád	coyote
kathád	

2.5.12 v or b

dalámvk	to have a label/sticker on
dalámbk	

2.5.13 h or no h

hlúvkik	to run away
lúvkik	

PART II

CONSTRUCTING THE SENTENCE

Chapter I: Simple Sentences--an overview

1.0 Examples of Sentences:

1) Mach misma:hingyu.

You are going to sleep.

2) Nya dálach sma:hikyu.

My father is going to sleep.

3) Cíndych sma:hikyu.

Cindy is going to sleep.

4) Nyach Hwalbáy 'gwa:wway'i.

I am going to speak Hualapai.

5) Mach Hwalbáy magwa:wwayngi.

You are going to speak Hualapai.

6) Nyihách Hwalbáy gwa:wwayki.

He is going to speak Hualapai.

7) Jorigínech Hwalbáy gwa:wwayki.

Jorigine is going to speak Hualapai.

8) Nyach gweviyám 'gowa:m'wi.

I am driving a car.

9) Mach gweviyám migowa:mngwi.

You are driving a car.

10) Jóhnach gweviyám gowa:mkwi.

John is driving a car.

11) Nya nuwa:hach gwegiviya:ma gowa:mkwi.

My friend is driving a car.

When we look at the sentences given above, we notice a variety of grammatical processes taking place in them. We will examine major grammatical processes in this chapter.

1.1 Word Order

In order to examine the Hualapai sentences, some grammatical terms will be introduced here.

Noun: John, nya nuwa:ha (my friend), nya dála (my father), gweviyám or gwegiviya:ma (car), Hwalbáy (Hualapai language), nya (I), ma (you) and nyithá (that one/he/she) are all called nouns. They refer to some object, concept or idea. A term like John, Cindy, Hwalbáy or Haygù-gwa:wa (Whiteman's language, English), dála (father), nuwa: (friend) or gweviyám (car) is called the Noun; nya (I), ma (you) or nyihá (that one/he/she) is referred to as the Pronoun.

Verb: Those which describe some state or action are called verbs. In the examples above, the last element in each of the sentences is a verb: gowa:mkwi (he drives), sma:kyu (he sleeps), gwa:wki (he speaks) and so on.

Subject: Those nouns which refer to the actor or agent of an action are often placed at the beginning of a sentence and functions as the grammatical subject of the sentence.

Object: The noun with which the actor (i.e., the subject noun) does something or on which the actor acts is called the object of the sentence.

The example sentences above show the following order of words:

i) sentences 1, 2 and 3:

Subject + Verb

ii) sentences 4 through 11:

Subject + Object + Verb

Then the general word-order of Hualapai sentences is:

Subject (+ Object) + Verb

There will be many more elements in a sentence and more examples of such word-orders will be presented in the later sections.

1.2 Postpositions: Case Markers

In Hualapai, as well as in any other language, each noun within a sentence has its own grammatical function: a noun may function as the subject, another as the object, yet another as the instrumental (i.e., by using.../with...) and so on. The Hualapai language explicitly marks each of these functions in terms of the postpositional particles which we call the case markers (or sometimes referred to as the postpositions).

1.2.1 Subject Case Marker -ch

When we look at the first elements in the example sentences above, we find that they are all nouns--some are pronouns (nyach, mach, nyithách) and some are proper nouns (Jóhnach, Cíndych, Jorigínech). What is common to all these nouns is their ending: -ch. This marking -ch indicates that the noun to which this is attached is the agent or actor who is performing the action expressed by the verb. The agent or actor is often called the grammatical subject of the sentence; therefore, -ch is called the "Subject Marker" of the "Subject Case Marker."

1.2.2 Object Case Marker -∅ (i.e., zero)

Let us now examine the second word (noun) in each of the examples 4 through 11. The word Hwalbáy (Hualapai language) and gweviyám or gwegiviya:ma (car) do not have any ending. Semantically each of the nouns under examination is something on which the subject acts. This is called the object of the sentence. Notice that the object noun is not marked with ch or any other ending. That is, the object case marking is null or zero, symbolized as -0.

1.2.3 Analysis of Sentences and Additional Examples

The initial example sentences 1 through 11 are presented here in the word-by-word analysis, then some more additional examples will be presented for further discussions.

The different segments of each word are separated by dashes (-). Each part is given an English translation; if the English translation consists of two or more words, they are joined by an = sign. Many conventional abbreviations are used--e.g., "2" is second person, "3/1" is first person subject acting on third person object, "Subj" is subject marker, etc. A full list of the abbreviations can be found on pages xxiv-xxv. An explanation of the full meaning and function of each segment is given later in this text.

1. a. Ma-ch mi-sma:-hi-ng-yu.
you-Subj 2-sleep-Irrealis (be going to)-2-Aux
You are going to sleep.

2. a. Nya dala-ch sma:-hi-k-yu.
my father-Subj 3=sleep-Irrealis-ss-Aux
My father is going to sleep.

3. a. Cindy-ch sma:-hi-k-yu.
Cindy-Subj 3=sleep-Irrealis-ss-Aux
Cindy is going to sleep.

4. a. Nya-ch Hwalbay '-gwa:w-(w)ay-'-i.
I-Subj Hualapai 3/1-speak-Future-1-Aux
I will speak Hualapai.

5. a. Ma-ch Hwalbay ma-gwa:w-(w)ay-ng-i.
you-Subj Hualapai 3/2-speak-Future-2-Aux
You will speak Hualapai.

6. a. Nyi-ha-ch Hwalbay gwa:w-(w)ay-k-i.
nyi-Dem-Subj Hualapai 3/3=speak-Future-ss-Aux
That one (He/She) will speak Hualapai.

7. a. Jorigine-ch Hwalbay gwa:w-(w)ay-k-i.
Jorigine-Subj Hualapai 3/3=speak-Future-ss-Aux
Jorigine will speak Hualapai.

8. a. Nya-ch gweviyam '-gowa:m-'-wi.
I-Subj car 3/1-drive-1-Aux
I am driving a car.

9. a. Ma-ch gweviyam mi-gowa:m-ng-wi.
you-Subj car 3/2-drive-2-Aux
You are driving a car.

10. a. John(a)-ch gweviyam gowa:m-k-wi.

John-Subj car 3/3=drive-ss-Aux

John is driving a car.

11. a. Nya nuwa:-ha-ch gwegiviya:ma gowa:m-k-wi.

my friend-that-Subj car 3/3=drive-ss-Aux

My friend is driving a car.

Additional examples follow:

12. Nyach nya lowa:vm ahwák'yu.

nya-ch nya lowa:-v-m a-hwak-'-yu

I-Subj my wife-Dem-with 1-be=two-1-Aux

I am with my wife.

13. Jóhnach 'háda í'ivm a:vkwiny.

john(a)-ch 'had-a i'i-v-m a:v-k-wi-ny

John-Subj dog-Def stick-Dem-with 3/3=hit-ss-Aux-Past

John hit the dog with a stick.

14. Gwevch gwegiviya:mak jiyálvikyu.

gwe-v-ch gwegiviya:ma-k jiyal-v(i)-k-yu

something-Dem-Subj car-on 3=smear-State-ss-Aux

Something is smeared on the car.

15. Nya misi:hch 'wa:hm jibá'kkyu'.
nya misi:-h-ch 'wa:-h-m jiba'k-k-yu'
my daughter-Dem-Subj house-Dem-from 3=come=out-ss-Aux
My daughter came out of the house.

16. Waksìgwíjach isavgól waksí ba jiyúmjikwi.
waksigwij(a)-ch isavgo-l waksi ba jiyum-j(i)-k-wi
cowboy-Subj corral-into cow them 3/3=let(many)go-pl-ss-Aux
Cowboys are driving cows into the corral.

17. Nyach Hàkdugwi:ve 'yu:'yu.
nya-ch Hakdugwi:v-e '-yu:-'-yu
I-Subj Peach=Springs-in 1-be-1-Aux
I am in Peach Springs.

1.2.4 Commitative Case Marker -m

In sentence 12, the second noun has the ending -m, and it is translated as "with." This is called the commitative case marker. Also, whenever there are two subjects together the second one takes the commitative case marker; in this case, the marker translates as "and" (e.g., sentences 18 through 21 below):

18. Cíndych Jorigínem gwa:wvkyu.
Cindy-ch Jorigine-m gwa:w-v-k-yu
Cindy-Subj Jorigine-with 3/3=talk-Recip(each=other)-ss-Aux
Cindy is talking with Jorigine./Cindy and Jorigine are

talking to each other.

19. Jóhnach Jósiem dadnyu:dvìjikyu.
John(a)-ch Josie-m dadnyu:d-v(i)-j(i)-k-yu
John-Subj Josie-with 3=take=picture-Recip-pl-ss-Aux
John and Josie are taking pictures of each other.

20. 'Hádach bósam dáykyu.
'had(a)-ch bos(a)-m day-k-yu
dog-Subj cat-with 3=play=pl-ss-Aux
A dog and a cat are playing (together).

21. Ba:hch hme:ham swa:djiki.
ba:-h-ch hme:-h(a)-m swa:d-j(i)-k-i
man-Dem-Subj boy-Dem-with 3=sing-pl-ss-Aux
The man and the boy are singing (together).

1.2.5 Instrumental Case Marker -m

The third noun in sentence 13 has the ending -m which is again translated as "with." The noun to which the -m is added is some object or instrument with which the subject does something to the object; therefore, the ending -m is called the *instrumental case marker*. Some more examples follow:

22. Kwa'vm mijigáeda!
kwa'-v-m mi-jigaed-a
knife-Dem-with 3/2-cut-Imp

Cut it with the knife!

23. Wi:vm̱ mitháqoma!
wi:-v-m mi-thaqom-a
rock-Dem-with 3/2-break-Imp
Break it with the rock!

24. 'Wa: silwéyyim̱ misilwe:ya!
'wa: silwey(yi)-m mi-silwe:y-a
house lock-with 3/2-lock-Imp
Lock the house with a lock!

25. Hélench sálam̱ gwe ma:wkwiny.
Helen-ch sal(a)-m gwe ma:-w-k-wi-ny
Helen-Subj hand-with something 3/3=eat-Evid-ss-Aux-Past
Helen ate with her hands (I have some evidence of it).

26. Ba:ch oló i'vm̱ a:vkwiny.
Ba:-ch olo i'-v-m a:v-k-wi-ny
man-Subj horse stick-Dem-with 3/3=hit-ss-Aux-Past
The man hit the horse with a stick.

27. Jóhnach kwàsadsa:dm̱ gwe ma:kwi.
John(a)-ch kwasadsa:d-m gwe ma:-k-wi
John-Subj fork-with something 3/3=eat-ss-Aux
John eats with a fork.

28. Philch kwa'vm waksì-ma:da jigáedkwi.

Phil-ch kwa'-v-m waksi-ma:d-a jigaed-k-wi

Phil-Subj knife-Dem-with cow-flesh(meat)-Def 3/3=cut-ss-Aux

Phil cuts the beef with the knife.

1.2.6 Directional and Locative Markers: -k, -m, -l and -e

1.2.6.1 -k: motion or location to a point of reference; at; on; around; to and toward

Example 14 shows the -k ending on the car (gwegiviya:mak) and it is translated as "on the car." Depending on the context, the interpretation of -k may vary:

29. Márych wi:hik skwi:kyu.

Mary-ch wi:-h(i)-k skwi:-k-yu

Mary-Subj rock-Dem-at 3=stand-ss-Aux

Mary is standing at the rock.

30. Nyach hé'va gwejamók 'yo:'winy.

nya-ch he'-v-a gwejamo-k '-yo:-'-wi-ny

I-Subj dress-Dem-Def dump-at 3/1-get-1-Aux-Past

I got this dress at the dump.

31. Olóch 'ha:hk skwi:kyu.

olo-ch 'ha:-h-k skwi:-k-yu

horse-Subj water-Dem-at 3=stand-ss-Aux

A horse is standing at the water.

32. Nya dálach 'wa:vak va:kyuny.

nya dala-ch 'wa:-v(a)-k va:-k-yu-ny

my father-Subj house-Dem-to 3=come/be=here-ss-Aux-Past

My father came to this house.

1.2.6.2 -m: motion or location away from a point of reference; away from; (go) by; over

In sentence 15, the second noun the house ('wa:hm) has the ending -m and it is translated as "from the house." The specific interpretation of the suffix depends on the context:

33. Nyithách vam a:mkyuny.

nyi-tha-ch va-m a:m-k-yu-ny

nyi-Dem-Subj here-by 3=go=by-ss-Aux-Past

He went by here.

34. Misi: qáchach jikmi:m vo:jikyuny.

misi: qach(a)-ch jikmi:-m vo:-j(i)-k-yu-ny

girl little=pl-Subj wash-by 3=walk-pl-ss-Aux-Past

The little girls walked by the wash.

35. Nya jídach 'wa:vm jibámkyuny.

nya jida-ch 'wa:-v-m jibam-k-yu-ny

my mother-Subj house-Dem-from/out=of 3=go=out-ss-Aux-Past

My mother went out of the house.

36. Nyithách nyaja'álo*m* yúwwaykyu.
nyi-tha-ch nyaja'alo-m yuw-(w)ay-k-yu
nyi-Dem-Subj east-from/away=from 3=come-Future-ss-Aux
He will be coming from the east.

37. Gwe-hwálo*m* olóch jiba:kkyuny.
gwe-hwal-o-m olo-ch jiba:k-k-yu-ny
thing-plant-place-from horse-Subj 3=come=out-ss-Aux-Past
The horse came out of the garden.

1.2.6.3 -l: in; into

The ending -*l* can be added on a noun and the interpretation is *in* or *into* (i.e., the directional suffix). The difference depends on the verb that follows. In sentence 16, *isavgól* is translated as "*into* the corral" because the verb means to "let many things go." See additional examples below:

38. Hach 'wa:h*l* skwi:kyu.
ha-ch 'wa:-h-l skwi:-k-yu
that-Subj house-Dem-in 3=stand-ss-Aux
He is standing in the house.

39. Hach wa*l* skwi:kyu.
ha-ch wa-l skwi:-k-yu
that-Subj that=place-in 3=stand-ss-Aux
He is standing down there.

40. Jóhnach gwegiviya:mal wa:kyu.

John(a)-ch gwegiviya:ma-l wa:-k-yu

John-Subj car-in 3=sit-ss-Aux

John is sitting in the car.

41. Waksìgwíjach oló Banya:nyuwal ba wa:mkwi.

waksigwij(a)-ch olo Banya:nyuwa-l ba wa:m-k-wi

cowboys-Subj horse Phoenix-into them 3/3=take=pl-ss-Aux

Cowboys take horses into Phoenix.

42. Nyach haygùnyuwa:l 'ya:may'yu.

nya-ch haygunyuwa:-l '-ya:m-ay-'-yu

I-Subj town-into 1-go-Future-1-Aux

I will go into town.

1.2.6.4 -e: general location; in; around

When the expression does not require any specific direction or location, but rather a general area is desired, the ending -e is added to the noun as in sentence 17. We will list some more examples below:

43. Cíndych ye ko ya:kwi.

Cindy-ch y-e (ya-e) ko ya:-k-wi

Cindy-Subj this=place-in pinon=nut 3/3=pick/collect-ss-Aux

Cindy is picking pinon nuts around here.

44. Misi: qáchach nyud'u:jove̲ da:ykyu.

misi: qach(a)-ch nyud'u:jo-v-e da:y-k-yu

girl little=pl-Subj school-Dem-at 3=play=pl-ss-Aux

The little girls are playing here at the school.

45. Hwalbáych Hakdugwi:ve̲ wayo:kyu.

Hwalbay-ch Hakdugwi:v-e wayo:-k-yu

Hualapai=people-Subj Peach=Springs-at 3=live/sit=pl-ss-Aux

Hualapai people live around Peach Springs.

1.2.6.5 Other Locative Expressions

In this section we will present several other locative expressions which are built on the basic locative/directional suffixes -k, -m and -l.

A. du:l (du:-l "center-in") "in the middle"

This expression can also be translated as "at the center."

a) Du:l mijiwó' !

du:-l mi-jiwo'

middle-in 3/2-put=Imp

Put it in the middle!

b) Gwede:nyu wáyyi du:nyul mijimí' !

gwede:-nyu wayyi du:-nyu-l mi-jimi'

toy/doll-Dem chair middle-Dem-in 3/2-lay=Imp

Lay that doll right at the center of the chair!

B. du:jal (du:-j(a)-l "middle-pl-in") "in between"

a) Wáyyi du:jal miskwi:!

wayyi du:-j(a)-l mi-skwi: (mi-skwi:-i)

chair middle-pl-in 2-stand=Imp

Stand in between the chairs!

b) Joech misi: du:jal wa:kyu.

Joe-ch misi: du:-j(a)-l wa:-k-yu

Joe-Subj girl middle-pl-in 3=sit-ss-Aux

Joe is sitting in between girls.

The following pair C and D shows an interesting subtle difference in meaning: mákal indicates "in the back of some object" and mákol "in the back of someone".

C. mákal (máka-l "back-in") "in the back/back-to-back"

a) Mach mákal miskwi:!

ma-ch maka-l mi-skwi:

you-Subj back-in 2-stand=Imp

Stand in the back!

b) Anbíl 'wa: mákal mijiwó!

anbil 'wa: maka-l mi-jiwo

automobile house back-in 3/2-put=Imp

Park the car behind the house!

D. mákol (mák-o-l "back-place-in") "in the back of a person"

a) Da:vk nya mákol vogwa:gki.

da:v-k nya mako-l vogwa:g-k-i

be=sick-ss my back-in 3=sound-ss-Aux

I feel pains in my back.

b) Walch nya mákol dishájivikyu.

wal-ch nya mako-l disha-j(i)-v(i)-k-yu

feather-Subj my back-in 3=hang-pl-State-ss-Aux

The feathers are hanging in/on my back.

Note that the similar vowel alternations for animate vs. inanimate distinctions occur with the verb "to fall on":

jamánk	"a person falls on something"
jománk	"something falls on a person"

The following pair gwáji(v)k and gwájim shows the same kind of distinctions we have discussed in the sections for -k and -m. Gwáji(v)k may indicate certain location, i.e., beside/nearby, or a direction from far away to near where the reference is, while gwájim says "from here to near where the object is," i.e., away from the reference point to near the target object.

E. gwáji(v)k "near/besides (toward the reference)"

a) Márych joq gwájik Bobm hwákak gige:vkyu.

Mary-ch joq gwajik Bob-m hwak(a)-k gige:v-k-yu

Mary-Subj juniper near Bob-with 3=be=two-ss 3=stand-ss-Aux

Mary is standing beside the juniper tree with Bob./Mary and Bob are standing beside the juniper tree.

b) Gwájik miyúwwa!

gwajik mi-yuw-(w)a

near 2-come-Imp

Come near here!

F. gwájim "near/besides (away from the reference point)"

a) Anbíl gwájim miya:ma!

anbil gwajim mi-ya:m-a

automobile near 2-go-Imp

Go close to the car! (away from me, the reference point)

b) Wambo:dach gwájim vogwa:gki.

wambo:d(a)-ch gwajim vogwa:g-k-i

train-Subj near 3=sound-ss-Aux

The train is sounding closer (away from where it originated).

G. búkal "at the foot of/at the boundary of"

a) 'Hádach joq búkal yák'kyuny.

'had(a)-ch joq buk(a)-l yak-k-yu-ny

dog-Subj juniper foot-at 3=lie-ss-Aux-Past

The dog was lying at the foot of the juniper tree.

b) Waksích isavgó búkal digávkyu.

waksi-ch isavgo buk(a)-l diga-v-k-yu

cow-Subj corral foot-at 3=gather-State-ss-Aux

The cattle gathered at the corner of the corral (or close to the fence of the corral).

Compare next three expressions. Ya:kal specifies "at the front part of the interior of something," while ya:k simply states "at the front of/in front of." The third expression ya:mal indicates a wider area "at the front side or alongside."

H. ya:kal "in front of the interior of"

a) Gweviyám ya:kal miwa:'!

gweviyam ya:kal mi-wa:-'

car in=front=of 2-sit-Imp

Sit in the front seat of the car!

b) 'Wa:h ya:kal miskwi:!

'wa:-h ya:kal mi-skwi:

house-Dem in=front=of 2-stand=Imp

Stand inside at the front part of the house!

I. ya:k "in front of"

a) Gweviyám ya:k miwa:'!

gweviyam ya:k mi-wa:-'

car in=front=of 2-sit-Imp

Sit in front of the car!

b) Nyihá ya:k miskwi:'!

nyi-ha ya:k mi-skwi:-'

Dem-that in=front=of 2-stand-Imp

Stand in front of him!

c) Oló ya:k miya:ma!

olo ya:k mi-ya:m-a

horse in=front=of 2-go-Imp

Go in front of the horse!

d) Hmany qéchich swévo ya:k de:vkyu.

hmany qech(i)-ch swevo ya:k de:v-k-yu

child little-Subj swing in=front=of 3=play-ss-Aux

The little child is playing in front of the swing.

J. ya:mal "alongside/in the front area of"

a) Anbílch 'wa: ya:mal wa:kyu.

anbil-ch 'wa: ya:mal wa:-k-yu

automobile-Subj house in=front=of 3=sit-ss-Aux

The car is parked in the front area of the house.

b) 'Ha: ya:mal miyu:!

'ha: ya:mal mi-yu:

water alongside 2-be=Imp

Be alongside the water!

c) Waksích wi' ya:mal skwi:kyu.

waksi-ch wi' ya:mal skwi:-k-yu

cow-Subj cliff alongside 3=stand-ss-Aux

A cow is standing alongside the cliff.

d) Nya: ya:mal viyámkyuny.

nya: ya:mal viyam-k-yu-ny

road alongside 3=run-ss-Aux-Past

He ran alongside the road.

e) Wambò:dnyonyá: ya:mal mivo:'!

wambo:dnyonya: ya:mal mi-vo:-'

train=track alongside 2-walk-Imp

Walk alongside the railroad track!

The next pair shows the active and stative contrasts. The expression ja:hk "on top of" must be used with the stative verbs or more specifically with those verbs which describe the state or action that can take place without changing the location. On the other hand, ja:hm occurs with the verbs of motion.

K. ja:hk "on top of"

a) Bósach 'wa: ja:hk sma:kyu.

bos(a)-ch 'wa: ja:hk sma:-k-yu

cat-Subj house on=top=of 3=sleep-ss-Aux

A cat is sleeping on top of the house.

b) Jibáych joq ja:hk wa'k swa:dki.

jibay-ch joq ja:hk wa'-k swa:d-k-i

bird-Subj juniper on=top=of 3=sit-ss 3=sing-ss-Aux

A bird is sitting on top of the juniper tree and is singing.

L. ja:hm "over the top of"

a) Misi:hch wi' ja:hm jiqód'ìkyuny.

misi:-h-ch wi' ja:hm jiqod-(')i-k-yu-ny

girl-Dem-Subj rock over=the=top=of 3=jump-suddenly-ss-Aux-Past

The girl suddenly jumped over the rock.

b) Jibáych 'wa: ja:hm viya:dkyu.

jibay-ch 'wa: ja:hm viya:d-k-yu

bird-Subj house over=the=top=of 3=fly-ss-Aux

A bird is flying over the house.

M. ya:l "under"

a) Bósach 'wa: ya:l sma:kyu.

bos(a)-ch 'wa: ya:l sma:-k-yu

cat-Subj house under 3=sleep-ss-Aux

A cat is sleeping under the house.

b) 'Hádach anbíl ya:l sma:kyu.

'had(a)-ch anbil ya:l sma:-k-yu

dog-Subj automobile under 3=sleep-ss-Aux

A dog is sleeping under the car.

c) Jibévi ya:l miyu:da!

jibevi ya:l mi-yu:d-a

blanket under 2-get=in-Imp

Get under the blanket!

1.2.6.6 Locative -e with Other Locatives

The suffix -e is different from the other locative markers in that it can be added to the other suffixes -k, -m and -l as shown below:

A. Gwemájole 'sme:yyu.

gwe-ma-j-o-l-e '-sme:y-yu

thing-eat-pl-place-in-at 3/1-lose-Aux

I lost it somewhere in the cafe.

When -e is added after another locative, it implies an uncertain location or direction. The difference between locative forms with and without -e can be demonstrated by the following sentences:

B. a) Gwemájok yu:kyuny.

gwe-ma-j-o-k yu:-k-yu-ny

thing-eat-pl-place-at 3-be-ss-Aux-Past

He was at the cafe (definite location).

b) Gwemájoke yu:kyuny.

gwe-ma-j-o-k-e yu:-k-yu-ny

thing-eat-pl-place-at-at 3=be-ss-Aux-Past

He was at the cafe (and that's where I last saw him but I don't know if he's still there).

C. a) Gwemájom yu:kyu.

gwe-ma-j-o-m yu:-k-yu

thing-eat-pl-place-from 3=be-ss-Aux

He's coming from the cafe (definite location).

b) Gwemájome yu:kyu.

gwe-ma-j-o-m-e yu:-k-yu

thing-eat-pl-place-from-at 3=be-ss-Aux

He's coming from the vicinity of the cafe.

D. a) Gwemájol yum 'u:yuny.

gwe-ma-j-o-l yu-m '-u:-yu-ny

thing-eat-pl-place-in be-ds 3/1-see-Aux-Past

I saw him in the cafe (definite location).

b) Gwemájole yum 'u:yuny.

gwe-ma-j-o-l-e yu-m '-u:-yu-ny

thing-eat-pl-place-in-at be-ds 3/1-see-Aux-Past

I saw him somewhere in the cafe (but I can't remember exactly where; or else he could have moved since I saw him).

1.2.7 Adverbial Marker -m: time and manner

The adverbial expressions of time and manner are marked by the ending -m, and it is translated as "in/at (certain time)" or "in (certain manner)."

46. Nyach makanya:m gwe 'dinyu:d'winy.
nya-ch makanya:-m gwe '-dinyu:d-'-wi-ny
I-Subj yesterday-in something 3/1-write-1-Aux-Past
I wrote (something) yesterday.

47. Nyach va:m gwe 'dinyu:d'wi.
nya-ch va:-m gwe '-dinyu:d-'-wi
I-Subj now-at something 3/1-write-1-Aux
I am writing now.

48. Ye:kam nyach gwe 'dinyu:day'wi.
ye:ka-m nya-ch gwe '-dinyu:d-ay-'-wi
tomorrow-in I-Subj something 3/1-write-Future-1-Aux
I will write tomorrow.

49. Yapa:ch vilwi:vm 'vo:may'yu.
yapa:ch vilwi:v-m '-vo:m-ay-'-yu
night the=center-in 1-go=home-Future-1-Aux
I will go home at midnight.

50. Haygù-yu:yam gwe 'dinyu:dji'wi.
haygu-yu:-ya-m gwe '-dinyu:d-j(i)-'-wi
whiteman-be-Def-in something 3/1-write-pl-1-Aux
We write like the whitemen.

51. Philch nyu nabó'wo gweyu:yam dinyu:vka.
Phil-ch nyu nabo'-wo gwe-yu:-ya-m dinyu:v-k-a
Phil-Subj his grandfather-late things-be-Def-in 3/3=follow-ss-Def
Phil is following in his grandfather's way.

52. Philch nyu nabó'wom gweyu:ya dinyu:vka.
Phil-ch nyu nabo'-wo-m gwe-yu:-ya
Phil-Subj his grandfather-late-in/like things-be-Def
dinyu:v-k-a
3/3=follow-ss-Def
Phil is following in the way of his grandfather.

1.2.8 Vocative Marker -é (singular) and -yé (plural)

When calling the attention of a person, the ending -é is attached to the noun referring to that individual. When there are two or more persons whose attentions are called for, the noun adds the plural vocative marker -yé.

53. Hmany qàché! Gwe ba nyigana:voyi.
hmany qach-e gwe ba nyi-gana:v-o-y-i
child little=pl-Voc something all 2/1-tell-Appl-Future-Aux

Children! I am going to tell a story for you all.

Note that the form qach "to be little" is already plural (cf. qech "(one) to be little") and the vocative marker -é instead of the plural -yé is used.

54. Jòhn'é! Miyúwk gwe mama:!

John-e mi-yuw-k gwe ma-ma:

John-Voc 2-come=here-ss something 3/2-eat=Imp

John! Come and eat!

When the noun ends in the vowel i or i:, and it refers to one person, no ending is added as in sentences 55 and 56:

55. Nya nibi:! Misma:h mda'ópa!

nya nibi: mi-sma:-h m-da'op-a

my aunt 2-sleep-Irreal 2-Neg-Imp

My aunt! Don't sleep!

Note that when the negative verb da'óp appears, it takes the person marker ('-, m- or Ø-), and that the person marker is phonetically attached to the end of the previous verb. Thus, 55 is phonetically: Nya nibi:! Misma:h(a)m da'ópa!

56. Nya misi:! Gwe mama:!

nya misi: gwe ma-ma:

my daughter something 3/2-eat=Imp

My daughter! Eat!

When, however, the plural persons are being called for, the marker -yé is added to the noun as in 57 and 58:

57. Nya nibì:yé! Gak misma:jah mdé!
nya nibi:-ye gak mi-sma:-j(a)-h m-de
my aunt-Voc=pl Neg 2-sleep-pl-Irreal 2-Neg=Imp
My aunts! Don't sleep!

58. Nya misì:yé! Gwe mama:ja!
nya misi:-ye gwe ma-ma:-j-a
my daughter-Voc=pl something 3/2-eat-pl=Imp
My daughters! Eat!

When the noun ends in vowels e or a, the vocative marker é replaces it, i.e., ...e + é ⇒ é or ...a + é ⇒ é.

59. Nya humé! Miyúwwa!
nya hume (hume + e) mi-yuw-(w)a
my son=Voc 2-come=here-Imp
My son! Come here!

60. Nya dàlé! Ga myu:?
nya dale (dala + e) ga m-yu:
my father=Voc how 2-be=Q
My father! How are you?

61. Nya jìdé! Gyu: ga mwíngwe?
nya jide (jida + e) gyu: (gwegayu:) ga m-wi-ng-we
my mother=Voc what how 3/2-do-2-Q
My mother! What are you doing?

It should be noted that when the person is not in sight, another suffix -ó or -wó is added to the noun. The suffix -wó is added when the noun ends in a long vowel, and -ó when the noun ends in all other sounds. (When these -wo and -o are used for a non-vocative purpose, they do not take the strong stress, i.e., -wo and -o.)

62. Nya humè:wó! Mavo:ka!
nya hume(:)-wo ma-vo:k-a
my son-Voc=Detached 2-come=back-Imp
My son! (I can't see you, but I know you are somewhere around.) Come back!

63. Nya jìdó! Ge miya:mayngyó?
nya jido (jida + o) ge mi-ya:m-ay-ng-yo
my mother=Voc=Detached how 2-go-Future-2-Q=Detached
My Mother! (I can't see you, but I know you are somewhere out there.) Where are you going?

Note the ending of the question in 63. As we will see later (2.2.1), the usual question sentence for the yu-verb is indicated by the rising intonation. Sentence 63 is ordinarily: Ge miya:mayngyu? However, the addressee (mother) is not in sight and the detached suffix with stress -*ó* is added to the last segment *yu*. Consequently, the usual change takes place; namely, the stressed element replaces the unstressed vowel, thus: -yu + ó ⇛ -yó.

1.2.9 The Syntactic Marker -*k* and -*m*

In Hualapai and in Yuman languages in general, there is a mechanism that shows the sameness or difference of the subject-references when there are two or more verbs within a sentence. Such a mechanism is called the "switch-reference."

1.2.9.1 The Same Subject/Reference Marker -*k*

When a sentence is constructed with two or more verbs (including the auxiliary verbs -wi, -yu and -i), the subject of the first verb and that of the second verb may be identical. In such a case, the second subject may not be repeated because at the end of the first verb we find the syntactic marker -*k* which explicitly states that the two subject-references are identical. In the following discussions, the marker -*k* is glossed as *ss* (same subject).

64. Rhiánnonch he'h tuy*k* dathgwi:l*k*winy.
    Rhiannon-ch he'-h tuy-k
    Rhiannon-Subj dress-Dem 3/3=take=off-ss
    dathgwi:l-k-wi-ny
    3/3=wash-ss-Aux-Past
    Rhiannon took off the dress and washed it.

65. Jóhnach oló va'úldak mánkyuny.

John(a)-ch olo va'ul-da-k man-k-yu-ny

John-Subj horse 3/3=ride-Temp-ss 3=fall=off-ss-Aux-Past

John rode a horse and fell down.

66. Philch gweviyám gowa:mk Banyà:nyuwál wa:mkwi.

Phil-ch gweviyam gowa:m-k Banya:nyuwa-l

Phil-Subj car 3/3=drive-ss Phoenix-to

wa:m-k-wi

3/3=take-ss-Aux

Phil will drive a car and take it to Phoenix.

The main verb is followed by one of the auxiliary verbs. Since the subject of the main verb and that of the auxiliary are the same, the marker -k appears at the end of the main verb. The same subject marker -k interacts with the person prefix. (See Section 1.4 [Auxiliaries and Their Affixes] for more discussions.)

a) -k + '- (first person marker) ⇛ ' or ∅ (zero)

b) -k + m- (second person marker) ⇛ ng

c) -k + ∅- (third person marker) ⇛ k

1.2.9.2 The Different Subject Marker -m

When the first subject and the second subject are different, the different subject marker -m appears at the end of the first verb: -m is glossed as ds (different subject).

67. Nyach Jean 'jigwím̲ ba maswa:doyki.

nya-ch Jean '-jigwi-m ba ma-swa:d-o-y-k-i

I-Subj Jean 3/1-ask-ds all 2/3-sing-Appl-Future-ss-Aux

I will ask Jean to sing for you all.

68. Gach 'háda a:vm̲ 'spoh 'da'óp'yu.

ga-ch 'had-a a:v-m '-spoh '-da'op-'-yu

who-Subj dog-Def 3/3=hit-ds 3/1-know 1-Neg-1-Aux

I don't know who hit the dog.

69. Jóhnach Máry baeqm̲ mi:kiny.

John(a)-ch Mary baeq-m mi:-k-i-ny

John-Subj Mary 3/3=hit-ds 3=cry-ss-Aux-Past

John hit Mary and she (=Mary) cried.

1.3 Auxiliaries: -yu, -wi and -i

In the example sentences given above, we find that sentences can end in a variety of ways. When we select those sentences which are not questions or imperatives, we find that there are three types of sentence-endings: -yu "be", -wi "do" and -i "say". These are called auxiliary verbs. What they do to the sentences is to complete them by characterizing them and telling us what kinds of verbs are used. Notice also that the auxiliary verbs are not stressed.

1.3.1 Auxiliary Verb -yu "be"

In general, those verbs which take the auxiliary verb -yu are intransitives, i.e., verbs which do not take the object noun.

70. Hach sma:kyu.
ha-ch sma:-k-yu
that=one-Subj 3=sleep-ss-Aux
He is sleeping.

71. Marych sa'ádjawo ya:mkyu.
Mary-ch sa'adjawo ya:m-k-yu
Mary-Subj store 3=go-ss-Aux
Mary is going to the store.

72. Búrtich jiqódgikyu
Burt(i)-ch jiqodg-i-k-yu
Burt-Subj 3=jump-suddenly-ss-Aux
Burt is jumping.

73. Joe búdach ya:dikyu'.

Joe bud(a)-ch ya:d-i-k-yu'

Joe's hat-Subj 3=fly-suddenly-ss-Aux

Joe's hat flew away.

74. Hma:nyach jo:vikyu.

hma:ny(a)-ch jo:v-i-k-yu

child=pl-Subj 3=fight-suddenly/short-ss-Aux

Children are fighting (temporarily).

1.3.2 Auxiliary Verb -wi "do"

When the verb involves a transitive action, i.e., some agent acts on an object, the auxiliary -wi appears after the verb.

75. Olóhch John gadóhkwi'.

olo-h-ch John gadoh-k-wi'

horse-Dem-Subj John 3/3=kick-ss-Aux

The horse kicked John.

76. Philch i' jigáedkwi.

Phil-ch i' jigaed-k-wi

Phil-Subj wood 3/3=chop-ss-Aux

Phil is chopping the wood.

77. Jillch wa:h sa'ámkwi'.

Jill-ch wa:-h sa'am-k-wi'

Jill-Subj door-Dem 3/3=close-ss-Aux

Jill closed the door.

78. Billch bes nyithám'àkwi'.

Bill-ch bes nyi-tham-'a-k-wi'

Bill-Subj money 1/3-borrow-momentarily-ss-Aux

Bill borrowed money from me for a while.

79. Baqu:(y)yach gwe nuwídjkwi.

baqu:y-ya-ch gwe nuwid-j-k-wi

woman=pl-Dem-Subj things 3/3=prepare-pl-ss-Aux

Women prepare everything (in the household).

Note that some sentences are translated in the past tense while others are in the present tense. The specific translation depends on the context.

1.3.3 Auxiliary Verb -i "say"

The auxiliary verb -i is added to the verbs of saying such as speaking, singing, shouting, yelling and so on. The verb describes something that can be done by using the mouth.

80. Jorigínech Hwalbáy gwa:wki.

Jorigine-ch Hwalbay gwa:v-k-i

Jorigine-Subj Hualapai 3/3=speak-ss-Aux

Jorigine is speaking Hualapai.

81. Akídach juhúiki̲.
Akida-ch juhu-i-k-i
Akira-Subj 3=whistle-suddenly-ss-Aux
Akira is whistling.

82. Cíndych mi:ki̲.
Cindy-ch mi:-k-i
Cindy-Subj 3=cry-ss-Aux
Cindy is crying.

83. Jósiech ba nyisidávki̲.
Josie-ch ba nyi-sidav-k-i
Josie-Subj all 1/3-be=proud-ss-Aux
Josie is proud of us all.

84. Badáyach ja:diki̲.
baday(a)-ch ja:d-i-k-i
old=man-Subj 3=yell-suddenly-ss-Aux
The old man yelled.

Some of the verbs have as part of their form -i̲ "suddenly". The suffix -i̲ is not stressed but the original meaning of the "suddenness" is retained as part of the verb. These verbs can be characterized as the "instantaneous" verb, i.e., the action described must necessarily take place suddenly. See Part IV, Chapter III, Section 3.3.5 for more discussions on the instantaneous verbs.

The auxiliary -i has an alternative form -yi. The difference is simply a phonological one. The form -yi occurs when the immediately preceeding sound is a long vowel, and -i occurs after all other sounds:

a)	'Mi:yi	I cry.
b)	'Gava:yi	I ask.
c)	'Gana:yi	I point at (something)--note that pointing is traditionally done with the lips.
d)	'Swa:di	I sing.
e)	'Jigwádi	I laugh.
f)	'Waha:vi	I am possessive (of someone/something).
g)	'Gwa:wi	I speak.

An intersting fact is that the interpretation of -i/-yi is not always consistent. That is, when this suffix appears with some verbs, it may be interpreted as "too/again" or "feel." The reason seems as follows: a) there is a homophonous auxiliary -yi "to be fond of, wish, want, feel," i.e., an auxiliary of feeling and emotion; b) there is also a suffix -y which is translated as "too/again." The specific translation, then, must be decided on depending on the context. We will have more discussions on these suffixes later, but it may suffice to state that when -i/-yi appears with those verbs which are not ordinarily classed as the verbs of saying, the meaning is often "feel..." just when the verbs describe some feeling or emotion (e.g., disimiye:yi "I make fun of," wami:yi "I feel hateful," and so on), otherwise the interpretation may be "again/too" (e.g., qáwyi "I break again," gahín'yi "I circle dance again," máni "I get up (from bed) again," and so on.

1.4 Auxiliaries and Their Affixes

The auxiliary verbs do not usually carry the stress. They have the person marking as their prefixe: '- "the first person (I)," m- "the second person (you)," and Ø- "the third person (he/she/it)" as shown in sentences 85a, b and c below:

85. a) Nyach 'sma:'yu.
nya-ch '-sma:-'-yu
I-Subj 1-sleep-ss-1-Aux
I am sleeping.

b) Mach misma:ngyu.
ma-ch mi-sma:-ng-yu
you-Subj 2-sleep-ss=2-Aux
You are sleeping.

c) Hach sma:kyu.
ha-ch sma:-k-yu
that=one-Subj 3=sleep-ss(-3)-Aux
He is sleeping.

1.4.1 The First Person Marker and the Auxiliary Verbs

Every main verb (e.g., sma: "sleep") is suffixed with the same subject marker -k and then one of the auxiliary verbs is added. When the auxiliary verb is marked for the first person '-, the same subject marker of the previous verb is deleted:

Verb-k + '-Auxiliary ⇒ Verb-'-Auxiliary

In everyday speech, the first person prefix of the auxiliary (as well as the first person prefix of the main verb) is often dropped. The resulting sentence, then, looks like the following:

86. a) Nyach 'sma:'yu. (Formal Speech)
nya-ch '-sma:-'-yu
I-Subj 1-sleep-1-Aux
I am sleeping.
b) Nyach 'sma:yu. (Everyday Speech)
c) Nyach sma:yu. (Everyday Speech)

The following examples show sentences in everyday use.

87. Nyach sa'ádjawo ('vo:k) 'ya:myu.
nya-ch sa'adjawo ('-vo:-k) '-ya:m-yu
I-Subj store (1-walk-ss) 1-go-Aux
I am (walking and) going to the store.

88. Nyach i' 'jigáedwi.
nya-ch i' '-jigaed-wi
I-Subj wood 3/1-chop-Aux
I am chopping the wood.

89. Nyach wa:h 'sa'amwi.
nya-ch wa:-h '-sa'am-wi
I-Subj door-Dem 3/1-close-Aux
I am closing the door.

90. Nyach Hwalbay 'gwa:wi.
nya-ch Hwalbay '-gwa:w-i
I-Subj Hualapai 3/1-speak-Aux
I am speaking Hualapai.

91. Nyach 'swa:di.
nya-ch '-swa:d-i
I-Subj 1-sing-Aux
I am singing.

1.4.2 The Second Person Marker and the Auxiliary Verbs

Linguists have suggested that when the second person marker m- follow the same subject marker -k, these two fuse into one sound represented by the spelling ng (i.e., phonetically [ŋ]):

92. Mach misma:kmyu.
ma-ch mi-sma:-k-m-yu
you-Subj 2-sleep-ss-2-Aux
You are sleeping.
⇒ Mach misma:ngyu. (Everyday Speech)

93. Mach sa'ádjawo miya:mngyu.

ma-ch sa'adjawo mi-ya:m-ng-yu

you-Subj store 2-go-ss=2-Aux

You are going to the store.

(From here on, ng will be glossed as 2, i.e., the second person.)

94. Mach i' mijigáedngwi.

ma-ch i' mi-jigaed-ng-wi

you-Subj wood 3/2-chop-2-Aux

You are chopping the wood.

95. Mach wa:h misa'ámngwi.

ma-ch wa:-h mi-sa'am-ng-wi

you-Subj door-Dem 3/2-close-2-Aux

You are closing the door.

96. Mach Hwalbáy migwa:wngi.

ma-ch Hwalbay mi-gwa:w-ng-i

you-Subj Hualapai 3/2-speak-2-Aux

You are speaking Hualapai.

97. Mach miswa:dngi.

ma-ch mi-swa:d-ng-i

you-Subj 2-sing-2-Aux

You are singing.

1.4.3 The Third Person Marker and the Auxiliary Verbs

The third person prefix is null (0-); thus the same subject marker remains unchanged as can be seen in examples 70 through 84 above. For the convenience of the reader, we repeat those examples below:

70.	Hach sma:kyu.	He is sleeping.
71.	Márych sa'ádjawo ya:mkyu.	She is going to the store.
72.	Búrtich jiqódgikyu.	Burt is jumping.
73.	Joe búdach ya:dikyu'.	Joe's hat flew away.
74.	Hma:nyach jo:vikyu.	Children are fighting each other.
75.	Olóhch John gadóhkwi'.	The horse kicked John.
76.	Philch i' jigaédkwi'.	Phil chopped the wood.
77.	Jillch wa:h sa'ámkwi'.	Jill closed the door.
78.	Billch bes nyithámkwi'.	Bill borrowed money from me.
79.	Baqu:yach gwe nuwídjkwi.	Women prepare everything (in the house).
80.	Jorigínech Hwalbáy gwa:wki.	Jorigine is speaking Hualapai.
81.	Akídach juhúiki.	Akira is whistling.
82.	Cíndych mi:ki.	Cindy is crying.
83.	Jósiech ba nyisidávki.	Josie is proud of us all.
84.	Badáyach ja:diki'.	The old man yelled.

1.4.4 The Past Tense (Perfective) Marker -ny

The auxiliary verbs can take the past tense suffix -ny (or sometimes called the perfective marker).

98. Nyach ó'o 'ha:myuny.

nya-ch o'o '-ha:m-yu-ny

I-Subj fire 3/1-see=at=a=distance-Aux-Past

I saw a fire.

99. Mach 'ha: mun mathi:ngwiny.

ma-ch 'ha: mun ma-thi:-ng-wi-ny

you-Subj water cold 3/2-drink-2-Aux-Past

You drank cold water.

100. Nyithách gweviyám gowa:mkwiny.

nyi-tha-ch gweviyam gowa:m-k-wi-ny

Dem-that-Subj car 3/3=drive-ss-Aux-Past

He drove the car.

101. Jóhnach swa:dkiny.

John(a)-ch swa:d-k-i-ny

John-Subj 3=sing-ss-Aux-Past

John sang.

102. Jóhnach Márym Hwalbáy gwa:wj'ìkiny.

John(a)-ch Mary-m Hwalbay gwa:w-j-'i-k-i-ny

John-Subj Mary-with Hualapai 3/3=speak-pl-suddenly/
awhile-ss-Aux-Past

John spoke Hualapai with Mary./John and Mary spoke Hualapai for a while.

1.4.5 The Glottal Stop ' and Other Abbreviated Forms

We should note that these auxiliary verbs may not always appear at the end of every sentence. The same subject marker may be replaced by the glottal stop (') and the remaining segments (e.g., the person marker and the auxiliary) may be dropped all together. For example, see sentences 103 through 105 below:

103. (Nyach) 'sma:'. I am sleeping.
104. (Mach) misma:'. You are sleeping.
105. (Hach) sma:'. He is sleeping.

Sometimes the same subject marker of the main verb may be retained as in examples 106 through 108 below:

106. (Nyach) sa'ádjawo 'vo:k 'ya:mk.
I am going to the store.
107. (Mach) sa'ádjawo miya:mk.
You are going to the store.
108. Márych sa'ádjawo ya:mk.
Mary is going to the store.

In everyday conversation, we may hear the vowel a after the same subject marker -k in place of one of the auxiliary verbs as we see in examples 109 through 111 below:

109. (Nyach) i' jigáedka. I am chopping the wood.
110. (Mach) i' mijigáedka. You are chopping the wood.

111. Philch i' jigáedk*a*. Phil is chopping the wood.

As their suffix, the auxiliary verbs may take the past (or perfective) marker -*ny* (see the previous section 1.4.4). We have stated in Section 1.3.2 that the sentences without -*ny* may be sometimes translated in the present tense and sometimes in the past tense. Upon a closer examination, however, we have found that the sentences without -*ny* are in fact in the present tense, while those with -*ny* are in the past; furthermore, we have noticed that those sentences that can be translated in the past tense *have* the glottal stop at the end. The glottal stop, then, also replaces the past tense marker -*ny*:

112. Nyach ó'o 'ha:myu'. I saw a fire.

113. Mach 'ha: mun mathi:ngwi'. You drank cold water.

114. Nyithách gweviyám gowa:mkwi'. He drove a car.

115. Jóhnach swa:dki'. John sang.

116. Jóhnach Márym Hwalbáy gwa:wvki'. John and Mary spoke Hualapai to each other.

The glottal stop is also used in place of the subject marker -*ch*. This is especially true in everyday casual speech. ("Noun-ch" may indicate the introduction of a new/focused information, while "Noun-'"

an old/non-focused information.) For example, sentences 112 through 116 may be:

112a. Ñya'̲ ó'o 'ha:myu'. I saw (the) fire.

113a. Ma'̲ 'ha: mun mathi:ngwi'. You drank (the) cold water.

114a. Nyithá'̲ gweviyám gowa:mkwi'. He drove (the) car.

115a. John'̲ swa:dki'. John sang.

116a. John'̲ Márym Hwalbáy gwa:wvki'. John with Mary spoke Hualapai to each other.

One additional observation should be added here concerning the glottal stop. It often alternates with the length, and sometimes with the glottal fricative h̲.

Examples:	a.	'ha'	or	'ha:	water
	b.	'wa'	or	'wa:	house
	c.	wa'k	or	wa:k	to sit
	d.	dó'fik	or	do:fik	to gamble
	e.	gavgó'k	or	gavgóhk	to bar/stop
	f.	spo'k	or	spohk	to know

Note that this alternation is always one way; that is, when we consider the form with the glottal stop as the basic, we can use the length or the glottal fricative h as its alternative form, but not the other way around. For example:

g.	nya:	but not	*nya'	road
h.	ba:b	but not	*ba'b	potatoe
i.	ma:k	but not	*ma'k	to eat
j.	ja:vk	but not	*ja'vk	to eat up
k.	mahnyó'	but not	*ma'nyo'	shoes
l.	diyahwínuk	but not	*diya'winuk	to turn around (something small)

1.5 Verbs with Auxiliaries -yu, -wi, -i and -yi

The use of the auxiliary verbs described above seems straightforward. However, the presence or absence of the object in a sentence does not always determine whether the auxiliary verb -yu is to be used or -wi should be added. Some verbs use -yu, -wi and -i almost interchangeably, some -yu and -wi, and still others -yu and -i. A significant clue on whether the -yu, -wi, -i or -yi is used in some verbs is the presence or absence of the reflexive suffix -v (see Section 3.2.11). In the following sections, we will give a short list of verbs in different categories. When we add a sufficient number of verbs, we may be able to make some general statements about the syntactic and/or semantic relationships between the verbs and the auxiliaries.

1.5.1 YU-Verbs

Hualapai	English	Hualapai	English
a:mk	pass by	dahódvik	hide
disbe:vk	be lopsided	gwik	be with
gwi:vk	be slicked up	hathbúyk	wash hair
hwisvk	swerve	jidt(h)a:dk	crawl
jikba:k	climb up (small things)	jikbámk	climb up (large things)
jiláyk	be free with body/be loose	jimnáyk	pretty, handsome
jiqódgk	jump	jisáwk	put face up in the air

ji'a:lk	look over	la:wik	open mouth wide
machk	be off/out	miyáyk	be scarred
qamónyk	be stooped	sah'k	be smelly/ be rotten
sivo(:)k	wait	siyáybk	sway
su:dk	glance over at a distance	swaik	like, love
thidi:ik	be startled	viso(:)k	watch
viyádk	look quickly	vowák	stay right in
wa'k	sit	wa:k	sit slowly
wanya:k	forget	ya:mk	go
yimák	dance	yimúk	be new
yo:qk	vomit		

1.5.2 WI-Verbs

Hualapai	English	Hualapai	English
dagwe:kk	turn over	dagwi:vk	chase
dahódk	hide	dakk	throw toward the speaker
dalámk	be on something (heavy objects)	dalápk	make...flat
dalúthk	burst something	damo:k	scratch
dani:lk	poke	danyo:mk	prolong
dapsk	slap	daqk	bust
dase:k	make...fat	dase:yk	make...greasy
dathbák	iron	dawínk	choke

dayahwínuk	turn small thing around	dayahwínvk	turn around
da'ámk	cover with lid	da'ólk	cook, boil
diláyk	mash	dimáchk	turn off
dimana:dk	make...into a large bundle	dinyu:dk	write/copy
diqámk	bump/hit with something	disnáyk	tangle
disva:lk	tie/put together many things	diswi:k	shave
diyo·vk	sharpen	diyu:mk	have shoes on wong feet
gaga:vk	buy	gavgáwk	meet
gavgóhk	bar, block	gavnáwk	carry something heavy
gichqíchk	tickle	gilgyók	tie something large
gwa:mk	drive	gwank	kill
gwi:lk	be better	halde:vk	swim
hwalk	dig	jagji:k	step on
ja:vk	eat up	ja:k	pour/play musical instrument
jamánk	fall on something	jamánk	get...up
jibóqk	suck	jigákk	crack (nuts)
jigúk	kiss	jigwe:kk	uncover blanket
jigyo(:)k	bite	ji:k	put X on top of Y
jimi(:)k	lay...down	jimnyáyk	chew
jitávk	puff out something	jithbálk	soak...in the mouth
jithúlk	wash (body)	jivchu:lk	blow up
jivyámk	make...run	jiwók	put away

jiyálk	paint/smear	jiya:mk	let (one) go/ send
jiya:vk	order	jiyúdk	put in
jiyu:mk	let (many) go/ herd	juhu:dk	grind (in the mouth)
lelk	tear something		

1.5.3 I-Verbs

Hualapai	English	Hualapai	English
misík	call out by name		

Most of the I-Verbs can also take the auxiliary -yu. The verb misik is the only verb at this stage of our investigation which is strictly -i suffixed (although for some speakers this can also take the auxiliary -yu).

1.5.4 YU/WI-Verbs

Hualapai	English	Hualapai	English
boqk	spill	dinyu:vk	follow
dis(h)wi:vk	shave oneself	dismiye:k	make fun of
divgáelvik	saddle	ginyu:k	follow in foot prints
hnuk	insult	hwik	smell
jijyu:vk	take up for	silk	roast in fire

sinyu:k	repeat	sinyu:vk	do again
sme:k	lose, miss someone	viya:k	keep up with
walba:k	believe falsely (things that are not true)	yùdismiyáyk	fool

When the -*yu* auxiliary appears at the end of a verb listed above, it means that "verb as a statement of the fact," while the auxiliary -*wi* means "Verb that's why the subject is doing it"--the specific content of the *why*-part must wait for the context.

Examples:

a) Misi:ch walba:k*yu*ny.

The girl believed it to be true.

b) Misi:ch walba:k*wi*ny.

The girl believed it to be so, and that's why she acted that way.

c) Nyach sme:'*yu*

I miss him.

d) Nyach sme:'*wi*.

I miss him (and that's why I am doing it, e.g., getting mad at everyone).

1.5.5 YU/I-Verbs

Hualapai	English	Hualapai	English
de:vk	(one) play	gahínyk	circle dance
ginyík	be stingy	gwa:wk	talk

jiba:kk	come out	jigwádk	laugh
jihwáyk	whisper	jiqbóbk	rest head on the chest
juhúik	whistle	mank	fall down
mi:k	cry	nyáthkik	be quiet
nyi'kwáyk	be old/worn out	sagwe:k	back up
sijúk	peck	swa:dk	sing
waha:vk	be possessive		

The use of -yu or -i does not seem to carry any meaning difference. Some speakers simply use them interchangeably. It seems that the auxiliary -yu often becomes -i when the neighboring sound is strongly stressed. But even this does not necessarily explain the differences.

Examples:

a) Nyihách gwa:wkyu. He is talking.
b) Nyihách gwa:wki. He is talking.

c) Nyach mi:'yu. I am crying.
d) Nyach mi:'i. I am crying.

1.5.6 YU/WI/I/YI-Verbs

Hualapai	English	Hualapai	English
gana:k	point out/blame	gava:k	ask

ha:mk	see afar	sidávk	boast/be proud of
spo'k	know	wami:k	hate

When each of these three auxiliaries can be used with a verb, the verb can also take -yi. There are subtle meaning differences for each auxiliary as shown below:

a) -wi

"Verb that's why the subject is doing it": e.g., wami:kwi "he doesn't like him that's why he is doing it--e.g., that's why he doesn't see him, that's why he doesn't come here, etc." The specific meaning for why-part must be supplemented in a given context.

b) -yu

"Verb as a matter of fact, as a statement of the fact": e.g., wami:kyu "he doesn't like him--that's a general knowledge."

c) -i

In general the verb "i" is like "yu" but in some cases "i" expresses more how the speaker feels about what he/she is describing or the speaker's personal knowledge: e.g., wami:ki "he doesn't like him (and I know that)."

d) -yi

"really Verb (and that's why the subject is doing although you keep asking me)": e.g., wami:kyi "he really hates him (and that's why he is doing it)"--again the specific meaning for the why-part must be inferred from the context.

We will list more examples below:

116. a) Nyach Hwalbáy gwa:wk spó'wi.

I know how to speak Hualapai (and that's why I am doing it, e.g., writing a grammar).

b) Nyach Hwalbáy gwa:wk spó'yu.

I know how to speak Hualapai (and that's the fact).

c) Nyach Hwalbáy gwa:wk spó'i.

I know how to speak Hualapai (if you ask me what I know about Hualapai).

d) Nyach Hwalbáy gwa:wk spó'yi.

I really know how to speak Hualapai (and why do you keep asking me that question?).

117. a) Ba:hach ha:mkwi.

The man is looking afar (and reacting to the event by yelling, falling down, smiling, etc.).

b) Ba:hach ha:mkyu.

The man is looking afar.

c) Ba:hach ha:mki.

The man is looking afar.

d) Ba:hach ha:mkyi.

The man is looking afar./The man is really looking afar.

118. a) Misi:ch gana:kwi.

The girl is blaming it (by some drastic action, e.g., crying or throwing a tantrum).

b) Misi:ch gana:kyu.

The girl is blaming it (or cursing it).

c) Misi:ch gana:ki.

The girl is blaming it (by telling so or saying so).

d) Misi:ch gana:kyi.

The girl is blaming it (i.e., she is really putting the blame on it).

Chapter II: Types of Sentences

2.0 Types of Sentences

In this chapter, we will examine different types of Hualapai sentences--what they are and how they are constructed.

2.1 Declarative Sentences

We sometimes use the sentences to convey our opinions to the hearer, to describe some state or event, or to communicate some fact to the hearer. We do so by using sentences which end in one of the auxiliary verbs (and sometimes the past tense marker -ny at the end). These are called the "declarative" sentences.

1. a) Nyach 'de:vyu.

nya-ch '-de:v-yu

I-Subj 1-play-Aux

I am playing.

b) Nya jídach gwe miyálkwi.

nya jida-ch gwe miyal-k-wi

my mother-Subj something 3/3=make=bread-ss-Aux

My mother is making bread.

c) Nyach Hwalbáy 'gwa:wa 'da'óp yid mach Hwalbáy migwa:wngi.

nya-ch Hwalbay '-gwa:w-a '-da'op yid ma-ch Hwalbay

I-Subj Hualapai 3/1-speak-Def 1-Neg but you-Subj Hualapai

mi-gwa:w-ng-i

3/2-speak-2-Aux

I don't speak Hualapai, but you do.

2. a) Nyachu:dam hanbách miyu:jkyu.

nyachu:d(a)-m hanbach miyu:-j-k-yu

winter-in 3=snow always=be-distributive-ss-Aux

In winter it snows.

b) Bos nya nyihádach gwema:d(a) ma: muwi:jikwi.

bos nya nyi-had(a)-ch gwema:d(a) ma:

cat I Poss-pet-Subj meat(-Def) 3/3=eat

muwi:-j(i)-k-wi

always=do-distributive-ss-Aux

My cat eats meat.

c) Ma wanyasi:vk 'jigwád mi:ji'i.

ma wa-nya-si:v-k '-jigwad mi:-j(i)-'i

you 2/1=think-ss 1-laugh always=say-distributive-ss-Aux

Whenever I think of you, I laugh.

3. a) Mach misma:hingyu.

ma-ch mi-sma:-hi-ng-yu

you-Subj 2-sleep-Irreal-2-Aux

You are going to sleep.

b) Nyihách gwe ma:hikwi.

nyiha-ch gwe ma:-hi-k-wi

he-Subj something 3/3=eat-Irreal-ss-Aux

He is going to eat.

c) Marych swa:dayki.

Mary-ch swa:d-ay-k-i

Mary-Subj 3=sing-Future-ss-Aux

Mary will go to sing.

Note that 3a and 3b mean that the speaker is telling the subject of each sentence to sleep and to eat respectively. Sentence 3c, on the other hand, does not have this force and simply describes that Mary will go to sing.

4. a) Va:m yékdam nyamának nya dálach (gwe) dadaha:dam 'u:yuny.

va:-m yekdam nya-man(a)-k nya dala-ch

this-at morning Sub-get=up-ss my father-Subj

(gwe) dadaha:d(a)-m '-u:-yu-ny

something 3=work-ds 3/1-see-Aux-Past

When I got up this morning, I saw my father working.

b) Sa'ádjawo 'ya:mk gwe 'gaga:vwiny.

sa'adjawo '-ya:m-k gwe '-gaga:v-wi-ny

store 1-go-ss something 3/1-buy-Aux-Past

I went to the store to buy something.

c) Hwalbáyal 'gwa:wvij'iny.

Hwalbay(a)-l '-gwa:w-v(i)-j-'-i-ny

Hualapai-in 1-speak-Recip-pl-1-Aux-Past

We were speaking in Hualapai to each other.

Sentences in 1 are examples of simple statements of some fact. Sentences in 2 describe some habitual action or recurring state. These habitual events are expressed by the final elements *miyu:jkyu*, *muwi:jikwi* and *mi:jiki* (see Part V, Chapter II, Section 2.2 for more discussions).

The third group of sentences expresses some events which have not yet occurred but will occur soon in the future. This is expressed by the suffix -*hi*. The last group of sentences all express something which has already occurred. This perfectiveness or past tenseness is expressed by the suffix -*ny*.

There are many more different meanings expressed by Hualapai sentences, but what is common to all these is that they express some fact, state, quality or action, and they all convey that meaning to the hearer as his statement. More examples follow:

5. Nyigwáy nya 'wi:vach nyimsávkyu.
nyigway nya '-wi:-v(a)-ch nyimsav-k-yu
shirt I 3/1-own-Dem-Subj 3=be=white-ss-Aux
This shirt of mine is white.

6. Nya dála 'gwik gwe 'nye:hiyu.
nya dala '-gwi-k gwe '-nye:-hi-yu
my father 1=be=with-ss something 3/1-hunt-Irreal-Aux
I am going to go hunting with my father.

7. Nyájivch oló 'va'u:ljaywi.
nya-jiv-ch olo '-va'u:l-j-ay-wi
I-pl-Subj horse 3/1-ride(=pl)-pl-Future-Aux
We are going to ride the horse.

8. Mach mavo:k sa'ádjawo miya:mayngyu.
ma-ch ma-vo:-k sa'adjawo mi-ya:m-ay-ng-yu
you-Subj 2-walk-ss store 2-go-Future-2-Aux
You are going to walk to the store.

9. 'Had nya 'nyihádach hlúvkvìkyuny.
'had nya '-nyi-had(a)-ch hluvk-v-i-k-yu-ny
dog I 3/1-Poss-pet-Subj 3=run=away-State/Pass-suddenly
ss-Aux-Past
My dog ran away.

10. Waksíhch 'ha: thi:kwiny.
waksi-h-ch 'ha: thi:-k-wi-ny
cow-Dem-Subj water 3/3=drink-ss-Aux-Past
The cow drank water.

11. Hach gwe hwálkwiny.
ha-ch gwe hwal-k-wi-ny
that=one-Subj something 3/3=plant/dig-ss-Aux-Past
He planted (vegetables).

2.2 Interrogative Sentences

2.2.1 Yes/No Questions

2.1.1.1 Intonation

When we seek a simple yes or no answer from the listener, we may use the rising intonation in a question. Along with the rising intonation, the last element of the sentence, i.e., auxiliary, automatically accompanies the stress.

12. a) 'Had ma mnyihádach qalye:$\overset{\searrow}{\text{vkyu}}$.
'had ma m-nyi-had(a)-ch qalye:v-k-yu
dog you 3/2-Poss-pet-Subj 3=be=big-ss-Aux
Your dog is big.
b) 'Had ma mnyihádach qalye:$\overset{\nearrow}{\text{vkyu}}$?
Is your dog big?

13. a) Nyihách yafó'k ya:$\overset{\searrow}{\text{maykyu}}$.
nyi-ha-ch yafo'k ya:m-ay-k-yu
Dem-that-Subj first 3=go-Future-ss-Aux
He is going first.
b) Nyihach yafo'k ya:$\overset{\nearrow}{\text{maykyu}}$?
Is he going first?

14. a) Du:yk $\overset{\searrow}{\text{va'ímki}}$.
du:y-k va-'im-k-i
3=be=hot-ss Intense-feel-ss-Aux

It is very hot.

b) Du:yk va'ímki?

Is it very hot?

15. a) Jóhnach i' jigáedkwi.

John(a)-ch i' jigaed-k-wi

John-Subj wood 3/3=chop-ss-Aux

John is chopping the wood.

b) Jóhnach i' jigáedkwi?

Is John chopping the wood?

16. a) Olóch gwe ma:kwi.

olo-ch gwe ma:-k-wi

horse-Subj something 3/3=eat-ss-Aux

The horse is eating.

b) Olóch gwe ma:kwi?

Is the horse eating.

It is also important to note that the Yes/No-question sentences have an alternative form with subtle meaning differences. This alternative form occurs when the verb is that of "saying." When the verb is one of this class, the final auxiliary verb is *-i*, and many speakers use *-mi* in place of the single *-i*. Thus, for example, the following two sentences occur. Sentence a) asks the regular yes/no question, while sentence b) conveys in addition an element of surprise. On the surface both ask "Are you also going to talk?"

a. Mach magwa:wnyangi?

b. Mach magwa:wnyangmi?

The meaning "Aren't you going to talk?" may be expressed by:

a. Mach gak magwa:wa mida'ópayngi?

b. Mach gak magwa:wa mida'ópayngmi?

2.2.1.2 -wi and -wé

When the verb requires the auxiliary -wi, the form of the auxiliary verb in the question sentence may be -wé with stress.

17. a) Mach i' mijigáedngwi.
ma-ch i' mi-jigaed-ng-wi
you-Subj wood 3/2-chop-2-Aux
You are chopping the wood.

b) Mach i' mijigáedngwé?
Are you chopping the wood?

18. a) Mach gwe mima:ngwi.
ma-ch gwe mi-ma:-ng-wi
you-Subj something 3/2-eat-2-Aux
You are eating.

b) Mach gwe mima:ngwé?
Are you eating?

19. a) Gwe madinyu:dngwi.

gwe ma-dinyu:d-ng-wi

something 3/2-write-2-Aux

You are writing.

b) Mach gwe madinyu:dngwé?

Are you writing?

In case of the past tense, the form -wé simply replaces the past tense suffix -ny.

20. a) Mach i' mijigáedngwiny.

ma-ch i' mi-jigaed-ng-wi-ny

you-Subj wood 3/2-chop-2-Aux-Past

You were chopping the wood.

b) Mach i' mijigaedngwiwé?

Were you chopping the wood?

21. a) Raych gwegiviya:ma gowa:mk spó'kyuny.

Ray-ch gwegiviya:ma gowa:m-k spo'-k-yu-ny

Ray-Subj car 3/3=drive-ss 3=know-ss-Aux-Past

Ray knew how to drive a car.

b) Raych gwegiviya:ma gowa:mk spó'kyuwé?

Did Ray know how to drive a car?

22. a) Joanch Hwalbáy gwa:wkiny.

Joan-ch Hwalbay gwa:w-k-i-ny

Joan-Subj Hualapai 3/3=speak-ss-Aux-Past

Joan was speaking Hualapai.

b) Joanch Hwalbay gwa:wkiwé?

Was Joan speaking Hualapai?

2.2.1.3 Stative Verb Stem -é

When the verb phrase expresses some state (i.e., when the meaning of the verb is not controlled by the subject), the question auxiliary -é may be added to the verb stem. When compared with the question formed by adding the rising intonation (i.e., the regular question), this -é question implies the following: "I have some feeling or knowledge of it, but I wasn't around when the event actually took place or I can't actually see what is going on; therefore, I am asking you if ...." Let us observe the examples comparing the a) declarative, b) regular yes/no question and c) -é question:

23. a) Ma'a:wvngwi.

ma-a:w-v-ng-wi

2-grandchild=pl-Pass-2-Aux

You have grandchildren.

Note that the term "grandchildren" a:w (cf. aw "grandchild") is used as a full verb: You are grandchildrened.

b) Ma'a:wvngwi?

(I don't know anything about this but) Do you have grandchildren?

c) Ma'a:wvé?

(I think you do, but) Do you have grandchildren?

24. a) Gwivo:k haldami:nya sídkyu.

gwi-vo:-k haldami:nya sid-k-yu

cloud-return-ss week 3=be=one-ss-Aux

It has been raining for a week.

b) Gwivo:k haldami:nya sídkyu?

(I have no idea, and so I ask you) Has it been raining for a week?

c) Gwivo:k haldami:nya sidé?

(I know it's been raining but I lost count of it and so I ask you) Has it been raining for a week?

25. a) Gwivo:yda:mkyu.

gwi-vo:-y-da:m-k-yu

cloud-return-again-finally-ss-Aux

It is finally raining again.

b) Gwivo:yda:mkyu?

Is it finally raining again? (I don't know if it is or not.)

c) Gwivo:yda:mé?

(I know that the clouds were gathering, but I can't see what is happening outside and so I ask you) Is it finally raining again?

↘

26. a) Jóhnach ma mlowe:kwi.

John(a)-ch ma m-lowe:-k-wi

John-Subj you 2/3-wife-ss-Aux

John is wifed by you, i.e., John is married to you.

↗

b) Jóhnach ma mlowe:kwé?

(I don't know about this, and I ask you) Is John married to you?

↗

b) Johnach ma mlowé:?

(I sort of know about this, but) Is John married to you?

↘

27. a) Jóhnach ma dinyù:d-ma'ú:wkwi.

John(a)-ch ma dinyu:d-ma-'u:-w-k-wi

John-Subj you writing-2/3-see-Appl-ss-Aux

John teaches you/John is your teacher.

↗

b) Jóhnach ma dinyù:d-ma'ú:wkwé?

(I am going to ask you because I don't know) Does John teach you?/Is John your teacher?

↗

c) Jóhnach ma dinyù:d-ma'ú:wé?

(I know he teaches, but I don't know the details; and so I am going to ask you) Does John teach you?/ Is John your teacher?

↘
28. a) Gwivo:k gwádvikyu.

gwi-vo:-k gwadv-i-k-yu

cloud-return-ss 3=be=same-again/still-ss-Aux

It is still raining.

↗
b) Gwivo:k gwádvikyu?

Is it still raining? (I didn't know if it was going to.)

↗
c) Gwivo:k gwádvé?

Is it still raining? (I feel so, but I am not sure.)

2.2.1.4 Active Verb Stem -é

With non-stative or active verbs (i.e., when the meaning of the [illegible] is controlled by the subject), the question suffix -é means "is it [illegible] the case that ...?" and most often it is translated as a [illegible] tense "Did you ...?" This question contrasts with two other question forms which appear in the similar manner: 1) ... verb stem-mé "Has it started that ...?" and 2) ... verb stem-ye "Is it again the case that ...?" (-y-é "-again-é"). In the following examples, a) is the regular question, b) "Is it finally the case that ...?" c) "Has it started that ...?" and d) "Is it again the case that ...?"

↗
29. a) Gwe mama:ngwé?

gwe ma-ma:-ng-we

something 3/2-eat-2-Aux=Q

Are you going to eat?

b) Gwe mama:'? or Gwe mama:é?

Did you eat?

c) Gwe mama:mé?

Have you started eating?

d) Gwe mama:yé?

Did you eat again?

30. a) Madáyayngyu?

ma-day-ay-ng-yu

2-play=pl-Future-2-Aux=Q

Are you all going to play?

b) Madáy'é?

Did you all play?

c) Madáymé?

Have you all started to play?

d) Mada:yyé?

Did you all play again?

31. a) I' mijigáedayngwé?

i' mi-jigaed-ay-ng-we

wood 3/2-chop-Future-2-Aux=Q

Are you going to chop the wood?

b) I' mijigáedé?

Did you chop the wood?

c) I' mijigáedmé?

Have you started chopping the wood?

d) I' mijigáedyé?

Did you chop the wood again?

32. a) Miswa:dayngi?

mi-swa:d-ay-ng-i

2-sing-Future-2-Aux=Q

Are you going to sing?

b) Miswa:dé?

Did you sing?

c) Miswa:dmé?

Have you started singing?

d) Miswa:dyé?

Did you sing again?

33. a) Misjíhingwé?

mi-sji-hi-ng-we

2-sweep-Irreal-2-Aux=Q

Are you going to sweep?

b) Misjí'?

Did you sweep?

c) Misjímé?

Have you started sweeping?

d) Misjíyé?

Did you sweep again?

2.2.1.5 Auxiliary -mé

In contrast with the -e question (in which the speaker more or less knows what is happening) or with the regular yes/no question, there is another question with the auxiliary -mé in place of other auxiliaries. The -mé question is often asked when the speaker wants to express his surprise. (Note the different use of -mé "Has it started that ...?" exemplified above in Section 2.2.1.4.)

34. a) Mach magwa:wayngyu?
ma-ch ma-gwa:w-ay-ng-yu
you-Subj 2-talk-Future-2-Aux-Q
Are you going to talk?
b) Mach magwa:wayngmé?
Are you going to talk? (Well, I didn't expect that!)

35. a) Misma:ja mida'ópayngyu?
mi-sma:-j-a mi-da'op-ay-ng-yu
2-sleep-pl-Def 2-Neg-Future-2-Aux=Q
Aren't you all going to sleep?
b) Misma:ja mida'ópayngmé?
Aren't you all going to sleep? (Well, I'm surprised!)

36. a) Múnam mibíngyu?
mun(a)-m mi-bi-ng-yu
3=cold-ds 2-feel=numb-2-Aux=Q
Are you cold?

b) Múnam mibíngmé?

Are you cold? (You shouldn' feel cold since you're all bundled up; yet you are shivering and you surprise me!)

2.2.1.6 -da'ópayng-Aux+ng-Aux

When questioning the behavior of the listener or even suggesting that the listener should not be doing something, we may use a negative verb plus the repetition of the ng + auxiliary as in sentences 37 through 39 below:

37. a) Gwe mama: mida'ópayngwi.

gwe ma-ma: mi-da'op-ay-ng-wi

something 3/2-eat 2-Neg-Future-2-Aux

You are not going to eat.

b) Gwe mama: mida'ópayngwìngwé?

Aren't you supposed to be eating (rather than drinking)?

Note that the second person marker on the negative verb is phonetically attached to the end of the previous verb:

Gwe mama:m da'ópayngwi.

You are not going to eat.

Gwe mama:m da'ópayngwìngwé?

Aren't you supposed to be eating?

38. a) Misma:ja mida'ópayngyu.

mi-sma:-j-a mi-da'op-ay-ng-yu

2-sleep-pl-Def 2-Neg-Future-2-Aux

You all are not going to sleep.

b) Misma:ja mida'ópayngyùngyu?

Aren't you all supposed to be going to sleep?/Don't you all think you all should be going to sleep?

39. a) Mach (gak) magwa:wnya mida'ópayngi.

ma-ch (gak) ma-gwa:w-ny-a mi-da'op-ay-ng-i

you-Subj (Neg) 2-talk-also-Def 2-Neg-Future-2-Aux

You are not going to talk, either.

b) Mach magwa:wnya mida'ópayngìngi?

Aren't you supposed to be talking too?

2.2.1.7 Addition of -ngmé/-ngmí

A stronger question in an accusing tone of voice can be expressed by adding -ngmé to the otherwise a declarative sentence:

40. a) Mach magwa:wnyayngi.

ma-ch ma-gwa:w-ny-ay-ng-i

you-Subj 2-talk-also-Future-2-Aux

You are also going to talk.

b) Mach magwa:wnyayngìngmé?

What makes you think you can also talk?

41. a) Mach gak magwa:wnya mida'ópayngi.

ma-ch gak ma-gwa:w-ny-a mi-da'op-ay-ng-i

you-Subj Neg 2-talk-also-Def 2-Neg-Future-2-Aux

You are not going to talk, either.

b) Mach magwa:wnya mida'ópayngìngmé?

What makes you think you are not going to talk either?

42. a) Mach sa'ádjawo miya:mk gwe migaga:vayngwi.

ma-ch sa'adjawo mi-ya:m-k gwe

you-Subj store 2-go-ss something

mi-gaga:v-ay-ng-wi

3/2-buy-Future-2-Aux

You are going to the store to buy something.

b) Mach sa'ádjawo miya:mk gwe migaga:vayngwìngmé?

What makes you think you can go to the store
to buy something?

Note that -mé/-mí ending seems to have in common the element of "surprise" which results from an event/state contrary to the expectation [see sections 2.2.1.4 (c-sentences) and 2.2.1.5].

2.2.1.8 Variations

As we have noted elsewhere, there are as many varied ways of expressing the same idea as there are people. One fascinating aspect of human communication is that in spite of these variations, we can communicate with each other and make ourselves understood. Another interesting aspect is that the language, as well as the people who speak it, constantly changes. What we have recorded in this book may be viewed by later generations or even by the same speakers who were involved in this project as somewhat different from their own speech. We have tried to include as many variations as we can, but they are by no means exhaustive. In the following we will state some of these differences as token of examples. Examples are taken from this chapter (the number in front of each example refers to that which has appeared in this chapter) and they are listed along with sentences used by Mrs. Elnora Mapatis, and we acknowledge that fact by showing (EM) at the end of the sentence.

8. You are going to walk to the store.
   a) Mach mavo:k sa'ádjawo miya:mayngyu.
   b) Mach mavo:k sa'ádjawo miya:mayngmiyu. (EM)

9. My dog ran away.
   a) 'Had nya 'nyihádach hlúvkvikyuny.
   b) 'Had nya 'nyihádach hlúvika. (EM)

15. Mrs. Mapatis pointed out that there are differences in the meaning of the following verb forms:
   a) digáedk "chop/cut one stick of wood"
   b) jigáedk "chop one long stick of wood into many"
   c) digáevk "split logs"

18. Are you eating?

    a) Mach gwe mima:ngwé?

    b) Mach gwe mima:? (EM)

19. Are you writing?

    a) Gwe madinyu:dngwé?

    b) Mach gwe madinyu:dé? (EM)

35. Aren't you all going to sleep?

    a) Misma:ja mida'ópayngmé?

    b) Misma:ja mida'ópayngmiyùngyu? (EM)

36. Are you cold?

    a) Múnam mibíngmé?

    b) Múnam mibíngyu? (EM)

37. Aren't you supposed to be eating?

    a) Gwe mama: mida'ópayngwìngwé?

    b) Gwe mama: mida'ópayngmiyùngyu? (EM)

    c) Gwe mama: mida'ópayngyumí? (EM)

    d) Gwe mama: mida'ópayngdèmiyu? (EM)

The last expression (d above) explicitly states "be supposed to" by adding dèmiyu.

38. Aren't you all supposed to be going to sleep?

    a) Misma:ja mida'ópayngyùngyu?

    b) Misma:ja mida'ópayngmiyù:jé? (EM)

    c) Misma:ja mida'ópayngmiyìngyu? (EM)

Sentence c above states "Don't you think ...?"

39. Aren't you supposed to be talking too?

a) Mach magwa:wnya mida'ópayng*ìngi*?

b) Mach magwa:wnya mida'ópayng*ìngmí*?

c) Mach magwa:wnya mida'ópay*kmiyùngyu*? (EM)

Sentence c above reveals several interesting things: 1) the most basic form of *ng* for the second person expression is clearly shown by *k* + *m* in da'ópay*km*iyungyu, 2) the verbs of speaking does not always take the auxiliary -*i*, but often takes -*yu*, and 3) this freedom of the verb-auxiliary combination is shown elsewhere, for example, in 37 above: *ma:k* "eat" can take -*yu* as well as -*wi*.

40. What makes you think you can also talk?

a) Mach magwa:wnyayng*ìngmé*?

b) Mach magwa:wnyayng*miyùngmí*? (EM)

41. What makes you think you are not going to talk either?

a) Mach magwa:wnya mida'ópayng*ìngmé*?

b) Mach magwa:wnya mida'ópayng*miyùngmí*? (EM)

42. What makes you think you can go to the store to buy something?

a) Mach sa'ádjawo miya:mk gwe migaga:vayng*wìngmé*?

b) Mach sa'ádjawo miya:mk gwe migaga:vayng*miyùngmí*? (EM)

When we compare some of these examples, we find that Mrs. Elnora Mapatis almost consistently use the ending miyùngyu after the second person ng (see 37b, 35b, 39b) when the question is interpreted as "Aren't you supposed to ...?"; miyùngmí (see 40b, 41b, 42b) when the question is "What makes you think ...?"; and miyìngmí when the question is "Don't you think ...?"

2.2.2 WH-Questions

When some information is sought, we use one of the WH-words in the question sentence.

2.2.2.1 ga "who"

vga "specifically who"

43. (V)gach nyimhé'wo he:yokwi?

(v)-ga-ch	nyi-m-he'-wo	he:-y-o-k-wi
(Dem)-who-Subj	Poss-2-dress-Detached	3/3=dress-again-Appl-ss-Aux=Q

Who is wearing your dress again?

44. (V)gach nyihé' he:ykwi?

(v)-ga-ch	nyi-he'	he:-y-k-wi
(Dem)-who-Subj	Poss-3=dress	3=dress-again-ss-Aux=Q

Who is wearing her dress again? (Who has her dress on again?)

45. (V)gach gwa:wki?

(v)-ga-ch gwa:w-k-i

(Dem)-who-Subj 3=talk-ss-Aux=Q

Who is talking?

46. (V)gach gwa:wmé?

(v)-ga-ch gwa:w(a)-me

(Dem)-who-Subj 3=talk-Aux=Q

Who is talking? (I hear someone, but I can't tell who.)

47. (V)ga he' he:yokwi?

(v)-ga he' he:-y-o-k-wi

(Dem)-whose dress 3=dress-again-Appl-ss-Aux=Q

Whose dress is she wearing again?

48. (V)ga he' he:ykwi?

(v)-ga he' he:-y-k-wi

(Dem)-whose dress 3=dress-again-ss-Aux=Q

Whose dress is she wearing again? (Whose dress has she on again?)

2.2.2.2 gwegayu: "what"

gwegavyu: "specifically what"

49. Gwegavyu: ga wi:kwé?

gwegavyu: ga wi:-k-we

what how 3/3=do-ss-Aux=Q

What is he doing?

50. Gwegavyu: mama:ngwé?

gwegavyu: ma-ma:-ng-we

what 3/2-eat-2-Aux=Q

What are you eating?

51. Gwegavyu: mispó'?

gwegavyu: mi-spo'

what 3/2-know=Q

What do you know?

When the verb is either of doing (wi:k) or saying (i'k), even the simple English question "What ...?" is often expressed in Hualapai as "What and how ...?" gwega(v)yu: ga ....

52. Gwegayu: ga mwíngwé?

gwegayu: ga m-wi-ng-we

what how 3/2-do-2-Aux=Q

What are you doing?

---Gwe 'dinyu:dawi.

gwe '-dinyu:d(a)-wi

something 3/1-write-Aux

I am writing.

Here the question sentence may be Gwe ga:m mwíngwé? (EM)

53. Gwegayu: ga mwíngwìwé?

gwegayu: ga m-wi-ng-wi-we

what how 3/2-do-2-Aux-Aux=Q

What did you do?

---Gwe 'ma:winy.

gwe '-ma:-wi-ny

something 3/1-eat-Aux-Past

I ate.

The question sentence may be *Gwegavyu: ga mwíwé*? (EM)

Note that those sentences given by Mrs. Elnora Mapatis contain the WH-word with -*v*: gwega*v*yu:.

54. Gwegayu: ga wi:kwìwé?

gwegayu: ga wi:-k-wi-we

what how 3/3-do-ss-Aux-Aux=Q

What did he do?

---Sa'ádjawo ya:mkyuny.

sa'adjawo ya:m-k-yu-ny

store 3=go-ss-Aux-Past

He went to the store.

55. Gwegavyu: ga í'ki?

gwegavyu: ga i'-k-i

what how 3/3-say-ss-Aux

What is he saying?

---Nyihách i'k, "Ga myu," mií'jiki.

nyi-ha-ch i'-k ga m-yu

Dem-that=one-Subj 3/3=say-ss how 2-be

mii'-j(i)-k-i

always=say-distributive-ss-Aux

He is saying, "How are you?"

56. Gwegayu: gav i' myé?

gwegayu: gav i' m-y-e

what how 3/3=say 2-feel-Aux=Q

What else did he say?

---"Ga myu," mií'jikiny.

ga m-yu mii'-j(i)-k-i-ny

how 2-be always=say-distributive-ss-Aux-Past

He said, "How are you?"

More examples of "what-qestions" follow:

57. Gwegayu: be mama: há?

gwegayu: be ma-ma: ha

what Emph 3/2-eat Hort

What do you want to eat?

58. a) Gwegayu: be ga mwíngmé?

gwegayu: be ga m-wi-ng-me

what Emph how 3/2-do-2-Aux=Q

Just exactly what are you doing?

b) Gwegavyu: be ga mwíngwé? (EM)

Just exactly what are you doing?

c) Gwegavyu: be ga mwi'k miyí? (EM)

gwegavyu: be ga m-wi'-k mi-yi

what Emph how 3/2-do-ss 2-think=Q

What do you think you are doing?

59. Gwegayu: mithi: há?

gwegayu: mi-thi: ha

What 3/2-drink Hort

What do you want to drink?

60. a) Gwegayu: ga í'jam mispó' myé?

gwegayu: ga i'-j(a)-m mi-spo' m-y-e

what how 3/3=say-pl-ds 3/2-know 2-feel-Aux=Q

Do you remember what they said?

b) Gwegavyu: ga í'jam mispó' myu? (EM)

gwegavyu: ga i'-j(a)-m mi-spo' m-yu

what how 3/3=say-pl-ds 3/2-know 2-be=Q

Do you remember what they said?

c) Gwegavyu: ga í'jam mispó' miyúngyu? (EM)

gwegavyu: ga i'-j(a)-m mi-spo' mi-yu-ng-yu

what how 3/3=say-pl-ds 3/3-know 2-be-2-Aux=Q

Do you know what they said (and is that why you're like this)?

Gwega(v)yu: can be used as an object as in the examples above, with the instrumental case (sentences 61 and 62 below), as a subject (sentences 63 and 64 below) and so on.

↗

61. Gwegayu:vm misjíngwé?

gwegayu:-v-m mi-sji-ng-we

what-Dem-with 3/2-sweep-2-Aux=Q

With what are you sweeping?

↗

62. Gwegayu:vm 'had a:vkwìwé?

gwegayu:-v-m 'had a:v-k-wi-we

what-Dem-with dog 3/3=hit-ss-Aux-Aux=Q

With what did he hit the dog?

↗

63. Gwegayu:vchyu?

gwegayu:-v-ch-yu

what-Dem-Subj-be=Q

What is he?

↗

64. Gwévchyu? (A shorter form of 63)

What is he?

65. Gwegavyu:ch gav yu:wé?
gwegayu:-ch gav yu:-we
what-Subj how 3=be-Aux=Q
What's happening?

66. Gwegayu:ché? (A shorter form of 65)
What's happening?

2.2.2.3 ge "where"
vge "which specific place"

67. Ge miya:may miyúngyu?
ge mi-ya:m-ay mi-yu-ng-yu
where 2-go-Future 2-be-2-Aux=Q
Where are you going?

68. Ge ya:maykyu?
ge ya:m-ay-k-yu
where 2-go-Future-ss-Aux=Q
Where is he going?

69. Ge miya:mayngyùngmé?
ge mi-ya:m-ay-ng-yu-ng-me
where 2-go-Future-2-Aux-2-Aux=Q
Where do you think you are going?

70. Hmany mwi:ch gowa:mk ge ya:mé?
hmany m-wi:-ch gowa:m-k ge ya:m-e
son 2-own-Subj 3/3-drive-ss where 3=go-Aux=Q
To where did your son drive?

71. a) Ge i' mijigáedngwìwé?
ge mi-jigaed-ng-wi-we
where 3/2-chop-2-Aux-Aux=Q
Where did you chop the wood?

b) Ge i' mijigáed(o)wé? (EM)
Where is the place you cut the wood?

72. a) Ge misma:hingmí?
ge mi-sma:-hi-ng-mi
where 2-sleep-Irreal-2-Aux=Q
Where do you think you are going to sleep?

b) Ge misma:hingyu? (EM)
Where are you going to sleep?

The term ge then could be interpreted as "to which place, where" (sentences 67-70), "at/in which place" (sentences 71-72), "from which place" (sentences 73-74 below) and so on.

73. (Nyi)ge miyúwk mava:'?
(nyi)ge mi-yuw-k ma-va:-'
(Dem)where 2-come=here-ss 2-return=here-Q
Where did you come from?

74. (Vi)ge í'i miyó'k migamí'?
(v)ge i'i mi-yo'-k mi-gami-'
where wood 3/2-get-ss 3/2-bring-Q
From where did you bring that wood?

2.2.2.4 ga(v)yu:im/ga(v)yu:yim "why"

75. Gavyu:im nyu mwíngwé?
gavyu:im nyu m-wi-ng-we
why that 3/2-do-2-Aux=Q
Why are you doing that?

76. a) Gayu:im nyu mwíngwìwé?
gayu:im nyu m-wi-ng-wi-we
why that 3/2-do-2-Aux-Aux=Q
Why did you do that?

b) Gavyu:im nyu miwík miwí? (EM)
Why are you doing that?

77. Gayu:im nyu wi:kwé?

gayu:im nyu wi:-k-we

why that 3/3=do-ss-Aux=Q

Why is he doing that?

78. Gayu:im nyu wi:kwìwé?

gayu:im nyu wi:-k-wi-we

why that 3/3=do-ss-Aux-Aux=Q

Why did he do that?

79. Gayu:im Hwalbáy magwa:w mida'ópé?

gayu:im Hwalbay ma-gwa:w mi-da'op-e

why Hualapai 3/2-speak 2-Neg-Q

Why aren't you speaking Hualapai?

80. Gayu:im Banya:nyuwa miya:miyaymí?

gayu:im Banya:nyuwa mi-ya:m(i)-y-ay-me

why Phoenix 2-go-again-Future-Aux=Q

Why are you saying you are going to Phoenix again?

81. Gavyu:yim magwa:wyé?

gavyu:yim ma-gwa:w-y-e

why 2-talk-again-Q

Why are you talking again?

82. Gayu:yim magwa:wyaymé? ↗

gayu:yim ma-gwa:w-y-ay-me

why 2-talk-again-Future-Aux=Q

Why are you going to talk again?

83. Gayu:im miswa:dyé? ↗

gayu:im mi-swa:d-y-e

why 2-sing-again-Q

Why are you singing again?

84. Gayu:im miswa:dyaymé? ↗

gayu:im mi-swa:d-y-ay-me

why 2-sing-again-Future-Aux=Q

Why are you going to sing again?

85. Gavyu:yim miyímayé? ↗

gavyu:yim mi-yima-y-e

why 2-dance-again-Q

Why are you dancing again?

86. a) Gavyu:yim miyímayaymé? ↗

gavyu:yim mi-yima-y-ay-me

why 2-dance-again-Future-Aux=Q

Why are you going to dance again?

b) Gavyu:yim miyímayaymíyi? ↗ (EM)

Why are you going to dance again?

2.2.2.5 ga "how"

87. Ga mwíngwé?

ga m-wi-ng-we

how 3/2-do-2-Aux=Q

How do you do it?

88. Ga mwíngwìwé?

ga m-wi-ng-wi-we

how 3/2-do-2-Aux-Aux=Q

How did you do it?

89. Ga wi:kwé?

ga wi:-k-we

how 3/3=do-ss-Aux=Q

How does he do it?

90. Ga wi:kwìwé?

ga wi:-k-wi-we

how 3/3=do-ss-Aux-Aux=Q

How did he do it?

91. Ga 'wi:k 'dinyu:daywé?

ga '-wi:-k '-dinyu:d-ay-we

how 3/1-do-ss 1-write-Future-Aux=Q

How am I going to write?

92. Ga 'wi:k 'yo:hiwé?

ga '-wi:-k '-yo:-hi-we

how 3/1-do-ss 3/1-get-Irreal-Aux=Q

How am I going to get it?

93. Ga 'i'k Hwalbáy 'gwa:wayyé?

ga '-i'-k Hwalbay '-gwa:w-ay-(y)e

how 1-say-ss Hualapai 3/1-speak-Future-Q

How am I going to speak Hualapai?

2.2.2.6 gayu:j "which (among two or more)"

gavyu:j "which specific one (among two or more)"

gavgiyu:j "which specific one (among two or more)"

94. Gayu:jich hán(n)é?

gayu:ji-ch han-(n)e

which-Subj 3=good-Q

Which is better?

95. a) Gagiyu:jich hán(n)é?

gagiyu:j(i)-ch han-(n)e

which-Subj 3=good-Q

Which one is better?

b) Gavgíjichj hán(n)é? (EM)

Which one is better?

96. Káendi gavyu:j 'hánnoyu?

kaendi gavyu:j '-han-(n)o-yu

candy which 3/1-good-Appl-Aux=Q

Which specific candy do I like?

97. Káendi gavyu:j mahánno?

kaendi gavyu:j ma-han-(n)o

candy which 3/2-good-Appl=Q

Which specific candy do you like?

98. Hla: gavgiyu:j mahánno?

hla: gavgiyu:j ma-han-(n)o

month which 3/2-good-Appl=Q

Which specific month do you like?

99. Waksí gavgiyu:j ma mnyihádachyu?

waksi gavgiyu:j ma m-nyi-had(a)-ch-yu

cow which you 3/2-Poss-pet-Subj-be

Which cow do you own?/Which cow is yours?

100. Bud gayu:j mabu:dngwé?

bud gayu:j ma-bu:d-ng-we

hat which 3/2-hat-2-Aux=Q

Which hat are you wearing?

↗
101. a) Gavgiyu:jich wi:jé?

gavgiyu:j(i)-ch wi:-j-e

which-Subj 3/3=do-pl-Q

Which are the ones who did it?

↗
b) Gavgi:jich wi:jé? (A shorter form of 101a)

gavgi:j(i)-ch wi:-j-e

which-Subj 3/3=do-pl-Q

Which are the ones who did it?

2.2.2.7 ganyúm "when"

↗
102. Ganyúm madadaha:dk minamáka há?

ganyum ma-dadaha:d-k mi-namak-a ha

when 2-work-ss 3/2-stop-Def Hort

When do you want to stop working?

↗
103. Ganyúm gwe mama: há?

ganyum gwe ma-ma: ha

when something 3/2-eat Hort

When do you want to eat?

↗
104. Ganyúm mamána há?

ganyum ma-man(a)-a ha

when 2-get=up-Def Hort

When do you want to get up?

2.2.2.8 Summary of WH-Words

When we have examined all the WH-words above, we find that they have something in common, namely the initial segment g-. The segment means "some indefinite thing/place/time/manner."

Ga/Vga then is formed by adding to the general g- the definitizer -a. The demonstrative prefix v- may be added to mean "who in specific." This can appear as the subject (ga-ch "who-Subj"; v-ga-ch "Dem-who-Subj"), the object of the sentence (ga or vga with no suffix), the noun-modifier (e.g., ga he' "whose dress"; v-ga bud "who specific one's hat") or with the commitative marker (ga-m "with whom").

Ga "how" is identical in form with "who" except that the "how" word does not take the demonstrative prefix v-, or any other case markers.

Gwegayu:/Gwegavyu: "what/what specific one" can be analyzed as gwe-ga-yu: "something-WHAT-be" (the v in gwegavyu: is the demonstrative element and the translation for the gwegavyu: is "what specific one"). This question word like ga/vga "who" can appear as the subject (gwegayu:-ch "what-Subj"), the object (gwegayu: with no case marking), or with the instrumental case marker (gwegayu:-m "with what"). When a specific noun is placed before it as in "what dress," the first element gwe must be replaced by an actual noun:

105. a) He' gayu: mihe:ngwi?
he' gayu: mi-he:-ng-wi
dress what 3/2-dress-2-Aux=Q
What dress are you wearing?

More often, however, the expression becomes "which dress" as in 105b below:

105. b) He' gavyu:j mihe:ngwi?
he' gavyu:j mi-he:-ng-wi
dress which 3/2-dress-2-Aux=Q
Which dress are you wearing?

As we have noted above in Section 2.2.2.2, when the verb *wi:* "do" or *í'* "say" appears with this WHAT-word, the word *gwegayu:/gwegavyu:* almost always accompanies the HOW-word *ga*. It seems then that in "doing something" or in "saying something," we imply at the same time "in some manner," although in answering the question such as "Gwegayu: ga mwi:ngwe?" (What are you doing?) we can simply say "Gwe 'ma:wi" (I am eating) rather than "Nya sálam gwe 'ma:wi" (I'm eating with my hands).

Ge "where" is composed of the *g-* word plus the general location marker -*e* (see Section 1.2.5.4) and thus it can be translated as "in/at/around/to/from where."

Gayu:im/*Gayu:yim* "why" may be analyzed as ga-yu:-i-m/ga-yu:-yi-m "WHAT or HOW-be-feel-ds" and literally translates as "in feeling what it is/how it is."

Gayu:j/*Gavyu:j* "which" is composed of ga-yu:-j "WHAT-be-pl" or ga-v-yu:-j "WHAT-Dem-be-pl (which specific one)," and as we may notice the word always appears with the plural suffix -*j*. The reason is a very logical one: in asking *which* we are comparing two or more things, and the question word which in Hualapai explicitly expresses this notion of comparison.

Finally the question word ganyúm "when" can be analyzed as ga-nyu-m "WHAT-time-Temp (in what time)." The following are the most commonly used expressions:

106.	a)	Ge miya:mayngyu?	Where are you going?
	b)	Ga myu?	How are you?
	c)	Gwéchyu?	What is it?
	d)	Gáchyu? or Gáché?	Who is it?
	e)	Gayu:yimé?	Why is it?
	f)	Gá'é?	Where at?
	g)	Ganyúm'mé?	When?
	h)	Galwi:m'mé?	How many?
	i)	Ga í'ki?	What did he say?
	j)	Nya galwi:kyu?	What time is it?

2.2.3 Emphatic Marker bé

Both in Yes/No-questions and WH-questions, we may use the word bé to emphasize a particular element within the question sentence. In answering the bé-question, we use de usually at the beginning of the sentence. In the answer sentence, be may also be used if we choose to do so.

107. a) Mach bé i' mijigáedayngwé?

ma-ch be i' mi-jigaed-ay-ng-we

you-Subj Emph wood 3/2-chop-Future-2-Aux=Q

Is it you that is going to chop the wood?

---E'e, de nyach bé í'i 'jigáedaywi.

e'e de nya-ch be i'i '-jigaed-ay-wi

yes de I-Subj Emph wood 3/1-chop-Future-Aux

Yes, it is I who is going to chop the wood.

b) Mach i' bé mijigáedayngwé?

Is it the wood that you are going to chop?

---E'e, de i' bé 'jigáedaywi.

Yes, it is the wood that I am going to chop.

108. a) Makanya:m bé mach 'had i'vm ma'a:vngwìwé?

makanya:m be ma-ch 'had i'-v-m

yesterday Emph you-Subj dog stick-Dem-with

ma(')-a:v-ng-wi-we

3/2-hit-2-Aux-Aux=Q

Is it yesterday that you hit the dog with the stick?

---E,e, de makanya:m bé nyach 'had i'vm 'a:vwiny.

e'e de makanya:m be nya-ch 'had i'-v-m

yes de yesterday Emph I-Subj dog stick-Dem-with

'-a:v-wi-ny

3/1-hit-Aux-Past

Yes, it is yesterday that I hit the dog with the stick.

b) Makanya:m mach bé 'had i'vm ma'a:vngwìwé?

Is it you that hit the dog with the stick yesterday?

---E,e, de makanya:m nyach be 'had i'vm 'a:vwiny.

Yes, it is I that hit the dog with the stick yesterday.

c) Makanya:m mach 'had bé i'vm ma'a:vngwìwé?

Is it the dog that you hit with the stick yesterday?

---E,e, de makanya:m nyach 'had be i'vm 'a:vwiny.

Yes, it is the dog that I hit with the stick yesterday.

d) Makanya:m mach 'had i'vm bé ma'a:vngwìwé?

Is it with the stick that you hit the dog yesterday?

---E'e, de makanya:m nyach 'had i'vm be 'a:vwiny.

Yes, it is with the stick that I hit the dog yesterday.

As we have seen in the examples above, the emphatic particle bé must be placed right after the word which is to be emphasized. This means that bé will never appear at the initial position of the sentence. In question sentences, bé does not come after the verb, i.e., bé does not appear at the end of the sentence except when following the negative verb (see example 110 below; see also Section 2.3). The following are examples with WH questions:

109. Gach bé nyi í'wé?

ga-ch be nyi i'-we

who-Subj Emph that 3/3-say-Aux=Q

Who is it that said that?

---Be Akídach bé!

de Akida-ch be

de Akira-Subj Emph

Akira did !

110. Nya galwi:mam bé misma:ja mida'óp bé?

nya galwi:m-(a)m be mi-sma:-j-a mi-da'op be

time how=many-ds Emph 2-sleep-pl-Def 2-Neg Emph=Q

What time is it--is that why you are not sleeping?

---Be dadaha:djk bé!

de dadaha:d-j-k be

de 1=work-pl-ss Emph

It is because we are working!

111. Ga bé mugwík miya:maymé?

ga be mu-gwi-k mi-ya:m-ay-me

who Emph 3/2-be=with-ss 2-go-Future-Aux=Q

Who is it that you are going with?

---Be Jorigíne 'gwik 'ya:mayyu.

de Jorigine '-gwi-k '-ya:m-ay-yu

de Jorigine 3/1-be=with-ss 1-go-Future-Aux

It's with Jorigine that I am going.

112. Ga bé mu'u:hika?

ga be mu-'u:-hi-k-a

who Emph 3/2-see-Irreal-ss-Def=Q

Who is it that you are going to see?

---Be Akída 'u:hiyu.

de Akida '-(')u:-hi-yu

de Akira 3/1-see-Irreal-Aux

It's Akira that I am going to see.

113. Ga bé mugwík migwa:wjaymé?

ga be mu-gwi-k mi-gwa:w-j-ay-me

who Emph 3/2-be=with-ss 2-talk-pl-Future-Aux=Q

With whom is it that you all are going to talk?

---Be Cindy 'gwik 'gwa:wjayi.

de Cindy '-gwi-k '-gwa:w-j-ay-i

de Cindy 3/1-be=with-ss 1-talk-pl-Future-Aux

It's with Cindy that we are going to talk.

2.3 Imperative Sentences

2.3.1 Hortative Sentences

When we make a suggestion or request to someone saying "Let's ...!" we use the particle má after the plural form of the verb which ends with the definitizer -a:

114. Ma 'dáwja má! Hurry!
115. 'Bi'ínja má! Let's leave it alone!
116. 'Ya:mja má! Let's go!
117. 'Vo:ja má! Let's walk!
118. Gwe 'ma:ja má! Let's eat!
119. 'Skwi:ja má! Let's stand!

When the speaker wants to make some suggestion indirectly by asking the hearer's opinion (i.e., Shall we ...?), we add the particle há rather than má.

120. 'Dáwja há? Shall we hurry?
121. 'Ya:mja há? Shall we go?
122. 'Vo:ja há? Shall we walk?
123. Gwe 'ma:ja há? Shall we eat?
124. 'Skwi:ja há? Shall we stand?

Note that the short form of the question may result in a very similar expression:

125. Gwe ma:jaymi:(')! I thought we were going to eat!

126. Bi'ínjaymi:(')! I thought they were going to stop bothering!

127. Badaha:dk namákjaymi:(')!
I thought we were going to stop working!

128. Gwe 'ma:jahi(')? Are we going to eat?

129. 'Skwi:jahi(')? Are we going to stand?

130. 'Swa:djahi(')? Are we going to sing?

2.3.2 Command Sentences

When the speaker wants to tell the hearer to do something, the speaker may use the command sentences. The basic form of the command sentences is:

131. mi-/ma- $\boxed{\text{Verb Stem}}$ -a

The subject of the sentence is always ma "you" and the verb must, therefore, have the second person prefix m- (mi-/ma-).

		English	Basic Form	Command
132.	a)	to hurry	dawk	Midáwa!
	b)	to halt	di'ínk	Midi'ína!
	c)	to go	ya:mk	Miya:ma!
	d)	to come here	yuwk	Miyu(:)wa!
	e)	to talk	gwawk	Migwáwa!
	f)	to sing	swa:dk	Miswa(:)da!

When the verb ends in a long vowel before the -k, the vowel a is not added. In place of a, sometimes the glottal stop ' or fricative h may be added.

We now add the following to the basic command form of the sentence as:

133.	a)	to walk	vo:k	Mivo:! Mivo:'! Mivo:h!
	b)	to give	e:k	Mie:! Mie:'! Mie:h!
	c)	to stand	skwi:k	Miskwi:! Miskwi:'! Miskwi:h!
	d)	to eat	gwe ma:k	Gwe mima:! Gwe mima:'! Gwe mima:h!

Note also that when the glottal fricative h is used after a long vowel, the whole form may be in turn interpreted as a verb stem similar to the ones in 132. Then the command form may be formed by adding -a:

134.	a)	Mivo:h!	Walk!
	b)	Mivo:ha!	

135. a) Mie:h! Give it!

b) Mie:ha!

136. a) mi-/ma- $\boxed{\text{Verb Stem ending in a long vowel}}$ -'/-h

b) mi-/ma- $\boxed{\text{Verb Stem ending in other sounds}}$ -a

More examples follow:

137. Miswa:dhok miyima:'!	Sing, then dance!
Note: -ho = -da "Temporal Contrast"	
138. Gwe mama:hok misma:h!	Eat, then sleep!
139. Mijithúlvhok misma:h!	Wash yourself, then sleep!
140. Iyékdam midadaha:dk mwímhok nyalwi:vam misma:'!	Start working hard in the morning; then sleep in the afternoon!
141. Iyékdam misma:hok nyalwi:vam midadaha:da!	Sleep in the morning; then work in the afternoon!

2.3.3 Prohibition (Negative Command)

In negative command sentences, the command form of the negative verb *da'óp-a* may be replaced by the emphatic negative verb *dé* (d "Neg" plus -é "assertive") if the sentence contains the negative particle *gak*. When, however, *gak* does not appear in the sentence, the substitution of da'óp-a with dé results in ambiguity between a prohibition (i.e., Don't ... !) and a suggestion (i.e., Why don't you ...?).

142.	a)	Gak nyihá mdabátha mda'ópa !	Don't touch that !
	b)	Gak nyihá mdabátha mdé !	Don't dare touch that !
	c)	Nyithá mdabátha mdé !	Why don't you touch it? (i.e., Touch it !)
	d)	Nyithá mdabátha mdé !	Don't touch it !
143.	a)	Gak miya:ma mda'ópa !	Don't go !
	b)	Gak miya:ma mdé !	Don't dare go !
	c)	Miya:ma mdé !	Why don't you go? (i.e., Go !)
	d)	Miya:ma mdé !	Don't go !
144.	a)	Gak nya mijiya:ma mda'ópa !	Don't make me go !
	b)	Gak nya mijiya:ma mdé !	Don't dare make me go !
	c)	Nya mijiya:ma mdé !	Why don't you let me go? (i.e., Let me go !)
	d)	Nya mijiya:ma mdé !	Don't let me go !
145.	a)	Gak nya mami:wo mda'ópa !	Don't make me cry !
	b)	Gak nya mami:wo mdé !	Don't dare make me cry !
	c)	Nya mami:wo mdé !	Why don't you make me cry? (i.e., Make me cry !)
	d)	Nya mami:wo mdé !	Don't make me cry !

146. a) *Gak* nya midadaha:do m*da'ópa*! Don't make me work!

b) *Gak* nya midadaha:do m*dé*! Don't dare make me work!

c) Nya midadaha:do m*dé*! Why don't you make me work? (i.e., Make me work!)

d) Nya midadaha:do m*dé*! Don't make me work!

The negative emphatic verb *de* does take the person prefix ('- "I", m- "you" and 0- "he/she/it"), but it does not take the verbal suffix. An interesting thing about this *dé* is that it may lose its status as a full verb and becomes a particle. Then the resulting sentence is less emphatic:

147. a) Gak miyúwwa mdé! Don't dare come here!

b) Gak miyúwwa de! Don't come here!

148. a) Gak migwa:wa mdé! Don't dare talk!

b) Gak migwa:wa de! Don't talk!

149. a) Gak miswa:da mdé! Don't dare sing!

b) Gak miswa:da de! Don't sing!

Finally the negative emphatic *dé*-sentence may have several alternative forms:

150. Nyiha mdabátha,

mwi(:) ma mdé
mwi mdé
ma mdé
mi mdé (a little)
mih de
mdé
de

Don't touch that

2.4 Negation

2.4.1 da'óp/d'op/'op/d'om/d'um

One common way to form a negative sentence is by adding the negative verb da'óp after the sometimes definitized verb stem. The negative verb da'óp takes the person marker ('- "I," m- "you" or 0- "he/she/it"), and regular verbal suffixes.

$$\text{Verb Stem}\left\{\begin{matrix}\text{-a}\\ \text{-'}\\ \text{-h}\end{matrix}\right\}\ \text{+ Person Marker-da'op-Suffix(es)}$$

151. a) Nyach gwe 'dinyu:dwi. I am writing.
b) Nyach gwe 'dinyu:da 'da'ópwi. I am not writing.

152. a) Mach mivo:k midáwngyu. You are walking fast.
b) Mach mivo:k midáwa mda'ópngyu. You are not walking fast.

Note that when the negative verb appears with the second person, the actual pronunciation of the sentence may be: Mach mivo:k midáwam da'ópngyu. That is, the second person prefix on the negative verb is phonetically attached to the previous verb. See also the possessive expressions in Part III, Section 1.1: Bos ma mnyihádach gweviyám ya:l sma:kyu ⇛ Bos mam nyihádach gweviyám ya:l sma:kyu (Your cat is sleeping under the car).

153. a) Hach gwe ma:kwi. He is eating.

b) Hach gwe ma: da'ópkwi. He is not eating.

The negative verb da'óp may be shortened to d'op or 'op. The following are examples of some alternate forms:

154. I didn't sleep.

a) Nyach 'sma: 'da'ópyu.

b) Nyach sma: da'ópyu.

c) Nyach sma: d'opyu.

d) Sma: d'opyu.

In imperative sentences, we may have other alternative forms:

155. Don't do that!

a) Gak nyu mwi' md'ópa!

b) Gak nyu mwi' md'óma!

c) Md'úma!

d) M'ópa/M'op'!

e) M'óma/M'om'!

f) M'úma/M'um'!

In answering a question, we may also say "No" in one of the following ways:

156. Kíngman miya:mayngyu? Are you going to Kingman?

a) 'Ópayyu. No I am not.

b)	'Ópkyu.	No, I'm not.(No, it's not the case.)
c)	'Op'	No!
d)	'Umk/'Omk	No!
e)	'Um/'Om	No!
f)	'Úmayyu/'Ómayyu.	No, I am not.
g)	'Úmkyu/'Ómkyu.	No, I'm not. (No, it's not the case.)

As we have stated above, the verb prior to the negative verb may have the definitizer -a, the glottal stop -' or fricative -h without apparently changing any meaning. The reader may have also noticed that many of our examples show alternative forms between the vowel length and the glottal stop (and also sometimes with the glottal fricative h): e.g., girl/daughter misi: or misí'; to know spo:k or spo'k or spohk; house 'wa: or 'wa'; water 'ha: or 'ha'. Some more examples of negative sentences follow:

157. Baqíhch gak madtha:va d'ópkyu.

The woman is not beautiful.

158. Badáych gak swa:da d'ópkyu.

The old man is not singing.

159. Tedch gak nyihá gidóha d'ópkwiny.

Ted did not kick him.

160. Nyach nyigwík ya:mam gak hàndáva d'ópa yu:me.

Going with you is not going to be very good for me.

(It's not a good time for me to go with you.)

161. Nyach gak nyigwík ya:mnyaym hána d'ópkyu.

It's not good that I am not also going to go with you.

2.4.2 The Negative Particle gak

In negative sentences, we often find the particle gak occurring along with the negative verb. In declarative as well as interrogative sentences this negative particle may be optional as long as the negative verb is present. In prohibitive sentences with the emphatic particle, however, the meaning becomes ambiguous if the negative particle gak is absent (See c and d in examples 142-146). To disambiguate the meanings, either the negative particle gak must be used to convey the negative meaning or the falling and assertive intonation must be used.

162. a) Mach gak nya mispó' mida'ópngyu.

You don't know me.

b) Mach nya mispó' mida'ópngyu.

You don't know me.

163. a) Mach gak nya mispó' mida'ópngyu?

Don't you know me?

b) Mach nya mispó' mida'ópngyu?

Don't you know me?

But observe:

164. a) Gak nya mijiya:ma $\overset{\searrow}{\text{mdé}}$! Don't dare make me go!

b) Nya mijiya:ma $\overset{\nearrow}{\text{mdé}}$! Why don't you make me go? (That is, make me go!)

c) Nya mijiya:ma $\overset{\searrow}{\text{mdé}}$! Don't make me go!

165. a) Gak mivo: $\overset{\searrow}{\text{mdé}}$! Don't dare walk!

b) Mivo: $\overset{\nearrow}{\text{mdé}}$! Why don't you walk? (That is, walk!)

c) Mivo: $\overset{\searrow}{\text{mdé}}$! Don't walk!

The placement of gak is relatively unrestricted: i) it may appear at the very beginning of the sentence (see 166a), ii) before the subject (see b), iii) after the subject (see c), iv) after the indirect object (see d), v) after the direct object (see e), and so on.

166. Makanya:m Jóhnach oló gwe ma:wo da'ópkwiny.

Yesterday John did not feed the horse.

a) Gak makanya:m Jóhnach oló gwe ma:wo da'ópkwiny.

b) Makanya:m gak Jóhnach oló gwe ma:wo da'ópkwiny.

c) Makanya:m Jóhnach gak oló gwe ma:wo da'ópkwiny.

d) Makanya:m Jóhnach oló gak gwe ma:wo da'ópkwiny.

e) Makanya:m Jóhnach oló gwe gak ma:wo da'ópkwiny.

But not:

f) *Makanya:m Johnach olo gwe ma:wo gak da'opkwiny.

g) *Makanya:m Johnach olo gwe ma:wo da'opkwiny gak.

2.4.3 Other Negative Verbs

Several other verbs are intrinsically negative and thus they may be used as such.

167. a) (Gak) hàndáve' !

It's not good./It doesn't look good./I don't feel it's right.

b) Akídach gwa:wk gwa:wm (gak) hàndáve' !

Akira is talking and talking, and it doesn't look right.

c) Mach ma mi:m hàndáve' !

I don't feel right (or it's no good) when you cry.

168. a) Mach ma mi:m hiyánmame' !

It's not good that you are crying./I feel bad when you cry.

b) Gweviyám mwi:jam hiyánmame' !

Because you all have cars, it's bad./I feel bad that you all have cars.

c) Nyu mwim hiyánmkyu.

It's bad/I feel bad when you do that.

d) Had nya nyihádvach hlúvkim hiya:nmkyu.

My dog ran away and I feel really bad.

169. a) Jóhnach gweviyám gowa:mk Banya:nyuwa ya:mam chánmame' !

John drove that car to Phoenix

and it's bad!

b) Márych swa:dk swa:dam *chánm*kyu.
Mary sings and sings, and it's bad.

c) Had nya nyihádvach hlúvkim *chánm*kyu.
My dog ran away and it's bad.

The basic forms of the verbs are (*ve*)*hiyánmk* and (*va*)*chánmk*. (Note that *vahiyánmk* or *vachánmk* says it is "beginning to become bad.") They can change their forms according to the degree of badness:

a) to be pretty bad { hiyàndák / chàndák }

b) to be very bad { hiyàndávk / chàndávk }

These two verbs seem to be almost interchangeable, but with one difference: *(va)hiyánmk* describes 'the whole situation' that is making the speaker and/or everyone involved feel bad, while *chanmk* refers to 'some specific action' described by the sentence that is making the speaker feel bad.

2.5 Predicate Nominal Constructions

Hualapai, and the Yuman languages in general, shows a complicated structure of predicate nominal expressions. When the subject is the first person or the third person, we find essentially two types of constructions:

> 1)Subject Noun Phrase + Predicate Noun Phrase-(v)ch-yu where the subject noun phrase does not take the subject case marker -ch; instead the predicate nominal is marked with the optional reflexive marker -v and the obligatory subject marker -ch.
>
> 2) Subject Noun Phrase-ch + Predicate Noun Phrase-Verbal Ending. The second type of construction indicates that the predicate noun phrase is used as verbal.

Let us first deal with these two constructions with the first and the third persons, and then we will come back to the more complicated second person constructions.

2.5.1 Predicate Nominal Expressions with the First and Third Person Subjects

2.5.1.1 Subject Noun Phrase + Predicate Noun Phrase-chyu

In this construction, the subject noun phrase does not take the subject marker -ch. The predicate noun phrase is marked with the subject marker -ch which is followed by the verb "be", i.e., yu. The verb yu, however, is not followed by the usual same subject marker nor the auxiliary.

170. Nya Hwalbáychyu.
nya Hwalbay-ch-yu
I Hualapai-Subj-be
I am a Hualapai.

cf. a) Nya Hwalbáyjiyu. (EM)
b) Nyach Hwalbáyviyu. (EM)
c) Nyach Hwalbáyiyu. (EM)
d) Nyach Hwalbáyyu. (EM)

171. Nya haygù-githye:chyu.
I am a doctor.

cf. Nya haygù-githye:jiyu. (EM)

Furthermore, this expression is used only with the first person subject, not with the third person subject.

When the subject is plural, it may be indicated so in the subject noun phrase, but this is not essential. What is essential is that the predicate noun phrase must be plural. Thus we will say:

172. Nya Hwalbáyjichyu.
nya Hwalbay-j(i)-ch-yu
I Hualapai-pl-Subj-be

We are Hualapais.

cf. Nya Hwalbáyyuje. (EM)

2.5.1.2 Subject Noun Phrase + Object Noun Phrase-*v*chyu

In addition to the first expression described above, the reflexive suffix -*v* may be added to produce the form -*vchyu*. Both the first person and the third person subjects participate in this expression.

173. Nya Hwalbáy*v*chyu. I am a Hualapai myself.

174. John Hwalbáy*v*chyu. John is a Hualapai himself.

When the subject is plural, it may or may not be indicated in the subject noun phrase. The plurality, however, must be indicated in the predicate nominal part:

175. Nya Hwalbáyv*ji*chyu. We are Hualapais ourselves.

176. Nya waksìgwíjv*ji*chyu. We are cowboys ourselves.

Complicating our discussion is the fact that when the subject is the third person plural, there seems to be a wide variety of ways to express "they are ...."

177. Nyihá Hwalbáyjiche.

nyi-ha Hwalbay-j(i)-ch-e

Dem-that=one Hualapai-pl-Subj-be

They are Hualapais.

Note that the third person subject does not participate in the first expression described in Section 2.5.1.1 above (i.e., -chyu). When plural, however, it seems possible to use it as shown in sentence 177 above. More often in the third person plural construction, we find that the weak i replaces the be-verb yu before the usual verbal ending:

178. Nyihá Hwalbáyjichikyu.

nyi-ha Hwalbay-j(i)-ch-i(=yu)-k-yu

Dem-that=one Hualapai-pl-Subj-be-ss-Aux

They are Hualapais.

179. Nyihá Hwalbáyvjichìnyikyu.

nyi-ha Hwalbay-v-j(i)-ch-i(=yu)-nyi-k-yu

Dem-that=one Hualapai-Relf-pl-Subj-be-also-ss-Aux

They are also Hualapais themselves.

2.5.1.3 Plural Form for -chyu and -vchyu

Commonly for the first and the third person subjects, the plural suffix and the auxiliary may be added to form -chyùjiyu as well as -vichyùjiyu.

180. Nyájich Hwalbáychyùjiyu.

We are Hualapais.

181. Nyihájich Hwalbáychyùjkyu.

They are Hualapais.

182. Nyájich Hwalbáyvichyùjiyu.

We ourselves are Hualapais.

183. Nyihájich Hwalbáyvichyùjkyu.

They themselves are Hualapais.

2.5.1.4 Predicate Nominal as Verbal Element

A third expression for the first and the third person subjects is that of the predicate nominal as a verbal element:

184. Nyach Hwalbáynyiyu.
nya-ch Hwalbay-nyi-yu
I-Subj Hualapai-also-Aux
I am also a Hualapai.

185. Jóhnach Hwalbáykyu.
John(a)-ch Hwalbay-k-yu
John-Subj Hualapai-ss-Aux
John is a Hualapai.

186. Nyach Hwalbáyy̲yu.

I am a Hualapai myself.

187. Jóhnach Hwalbáyy̲kyu.

John is a Hualapai himself.

When the subject is plural, we find a variety of expressions.

a) When just the subject is pluralized:

188. Nyáj̲i̲ch Hwalbáyyu.

We are Hualapais.

189. Nyiháj̲i̲ch Hwalbáykyu.

They are Hualapais.

190. Nyáj̲i̲ch Hwalbáyviyu.

We are Hualapais ourselves.

191. Nyiháj̲i̲ch Hwalbáyvikyu.

They are Hualapais themselves.

b) When both the subject and the predicate are pluralized:

192. Nyáj̲i̲ch Hwalbáyj̲i̲yu.

We are Hualapais.

193. Nyihájich Hwalbáyjikyu.

They are Hualapais.

2.5.2 Predicate Nominal Expressions with the Second Person Subject

2.5.2.1 Second Person Singular Subject

The second person expression shows the following varied ways of structure:

a) Predicate Nominal as Verbal:

194. Mach Hwàlmabáyngyu./Ma Hwàlmabáy(k)miyu.

ma-ch Hwal-ma-bay-ng-yu

you-Subj pine=tree-2-person-2-Aux

You are a Hualapai.

195. Mach Hwàlmabáyvngyu.

ma-ch Hwal-ma-bay-v-ng-yu

you-Subj pine=tree-2-person-Refl-2-Aux

You are a Hualapai yourself.

Note that the second person marker comes between Hwal (ponderosa pine) and bay (people) although the term Hwalbáy itself is now the proper noun "Hualapai."

b) Subject Noun Phrase + Predicate Noun Phrase-miyu

196. Ma Hwalbáyvmiyu.
ma Hwalbay-v-mi-yu
you Hualapai-Refl-2-be
You are a Hualapai yourself.

197. Ma waksìgwíji(v)miyu.
You are a cowboy (yourself).

c) Subject Noun Phrase + Predicate Noun Phrase-nyu:

Compared with the previous two forms, this one seems to emphasize YOU, i.e., "you may not realize what you are but I am telling you that YOU are ...."

198. Ma Hwalbáyvnyu.
YOU are a Hualapai yourself.

199. Ma waksìgwíji(v)nyu.
YOU are a cowboy (yourself).

2.5.2.2 Second Person Plural Subject

When the second person plural is intended, only the expression a) described above can be used.

200.	a)	Mach Hwàlmabáyngyu.	You are a Hualapai.
		also Mach Hwàlmabáy(k)miyu.	
	b)	Májich Hwàlmabáyjingyu.	You are Hualapais.
201.	a)	Mach waksìmgwíjingyu.	You are a cowboy.
	b)	Májich waksìmgwíjijingyu.	You are cowboys.

PREDICATE NOMINAL EXPRESSIONS

		Expressions	First Person	Second Person	Third Person
1	sg	Subject + Predicate-chyu	yes	no	no
	pl	Subject + Predicate-chyùjiyu	yes	no	yes
2	sg	Subject + Predicate-vchyu	yes	no	yes
	pl	Subject + Predicate-vchyùjiyu	yes	no	yes
3	sg	Subject-ch Predicate(-v)-Verb endings	yes (-v)-yu	yes (-v)-ng-yu	yes (-v)-k-yu
	pl	Subject-ji-ch Predicate (-v)-Verb endings	yes (-v)-ji-yu	yes (-v)ji-ng-yu	yes (-v)j(i)-k-yu
4	sg	Subject + Predicate-nyu	no	yes	no
5	sg	Subject + Predicate-miyu	no	yes	no

PART III

Elements of the Sentences: Noun Phrases

Chapter I: Noun Phrases

In this part we will examine more in detail what constitutes a sentence, and how each of the parts of a sentence is formed and used.

1.0 Noun Phrases

The noun is a class of words which refer to some object, concept or idea, and it functions, for example, as the subject and object of a sentence. In general, it can take one of the case markings. The noun may be a single word or it may be composed of two or more words. Thus we use a more inclusive term "noun phrase" in referring to this class of words.

1.1 Different Semantic Classes of Nouns in Possessive Constructions

As one way to look at nouns, we will examine the possessive expressions and see how the nouns are classified in the minds of the speakers.

Possessive expressions can be roughly divided into three types: 1) [Possessor + Person Marker-Noun], 2) [Noun + Possessor + Person Marker-nyi-had] and 3) [Noun + Possessor + Person Marker-wi:]. The first frame is used to express some inherent or intrinsic relationship between the possessor and the possessed--sometimes referred to as inalienable possession. This relationship is represented by the kinship relationship (=kin terms) and body parts. We call this frame 1) the "Kinship Expression" hereonafter. The second frame contains the term had which can translate roughly as "to have X as a pet" (we will gloss the word as "pet" for the brevity sake in the following discussions). This frame then is used to describe the relationship of some pet animal and its owner, or some domesticated animal and its owner. We call this frame 2) as the "Animal Expression" in this book. The last frame includes the verb wi: "to have, to own" and the frame is used to express a wide range of things which can be owned by an individual or a group of individuals. We use the term the "General Possession" to refer to this frame 3).

1.1.1 Kinship Expression: Possessor + Person Marker-Noun

All the kinship terms use this frame to express the kin-relationship. As noted before, the first person marker '- (the glottal stop) may be deleted most often. The second person marker is m- and the third zero Ø-.

1. jída "mother"

   nya 'jída (nya '-jida "my 1-mother")

   ma mjída (ma m-jida "your 2-mother")

   Note that this is phonetically mam jida.

   nyihá jída (nyiha jida "his/her mother")

2. dála "father"

   nya 'dála ("my father")

   ma mdála ("your father": phonetically again mam dála)

   nyihá dála ("his/her father")

3. Hakdgwi:ve nya dálach dadaha:dkwi.

   My father is working in Peach Springs.

4. Ma mjídach gweviyám gowa:mk Banyà:nyuwá ya:mkyuny.

Your mother drove the car to Phoenix.

We now list some of the kinship terms which appear in this frame.

5. a) Closest Members of the Family

dála	father
gínya	younger sibling
góda	mother's mother
gwáwa	mother's father
humé'	one's son
jída	mother
misí'/misi:	one's daughter
mónya	father's mother
nabo:	father's father
níya	older sibling
tháwa	female's daughter
viché'/vché'	male's daughter

b) Uncles, Aunts and Grandchildren

áwa	grandchild--one's son's child
gwéla	uncle--mother's brother
ko:	grandchild--one's daughter's child
míla	aunt--mother's younger sister
naja:	uncle--father's younger brother
nibí'/nibi:	aunt--father's sister

nithí'/nithi:	aunt--mother's older sister
nuwí	uncle--father's older brother

c) Other Relatives--Cousins, Nieces and Nephews

báya	female cousin (e.g., mother's brother's daughter, father's sister's daughter)
bi:	female's brother's child
jiga:va	male cousin

Note: ngajá'/nigajáh "male cousins (pl), i.e., father's sister's sons, mother's brother's sons"

no'/no:/hno'	female's older sister's child
núda	male's female cross-cousin
su:ja	male's older brother's child
wísa	female's younger sister's child
wána/hwána	male's sister's child

d) Other General Terms

diyévi	relatives
diyúch	relative (singular)
diyu:ch	relatives (plural)
kácha/nukácha	male's step-child, step-father
kunyé'	son-in-law, female's step-son
lowá'/luwá'	wife
nyahmí'	husband
vnye'	daughter-in-law, female's step-

daughter

A second class of nouns which utilizes this expression of possession/belonging is the body-part nouns.

6. Body Parts

hu'	head
jivsó'/jivso:	ribs
ma:d	body
mibát	leg
mibúk	knee
miđi:jqèch	little toe
mìgavđé'	big toe
milgá'/milgáh	(large) ankle
milqí	neck
midgá'/midgáh	(small) ankle
mi'	foot
mì'sidwó	toe nail
qwaw	hair
sal	hand
salđí'j	finger
sàlgasva:d	wrist
sàlgavđé'	thumb
salmák	shoulder
sàl'sidwó	finger nail
sìginy'ók	elbow
silbú'	arm pit
smadk	ear

thipíl	skin
thivdí'/thivdi:	arm
ya'/ya:	mouth
yàvnyimi:	beard
yavpí'/yavpi:	chin
yay	nose
yibál/yi'bál	tongue
yimwa:l	calf of one's leg
yiwíl	thigh
yiwìlpí	hip
yo'/yo:	tooth
yu'/yu:	eye/face
yù'galmé'	eyebrow
yu'wáy/yuhwáy	heart/chest
yumbúl	forehead
yù'sunyə́'/yù'sunya:	eye-lash
yu'thúl	cheek

Nouns other than kinship terms and body parts which are used in this frame include some of the clothings, but not all (see Section 1.1.3 below):

7. a)	bud	hat
b)	he'	dress
c)	kamwíd/kamhwíd	pants
d)	nyigwáy	shirt
e)	nyigwàyvdé'	jacket

f) nyigwàydamnálva   long coat

1.1.2 Animal Expressions:

Noun + Possessor + Person Marker-nyihad

The frame is used for pet-animals, domesticated animals or potentially pettable animals.

8. 'Had nya 'nyihádach anbíl ya:l sma:kyu.
My dog (=the dog that I pet) is sleeping under the car.

9. Ma mdálach waksí ma mnyiháda he:dkwi.
Your father is roping your cow.

10. Oló nya nyihádach viya:mkyu.
My horse is running.

When the speaker does talk about animals other than normally domesticated animals in this frame, he imposes on the hearer the interpretation that the speaker indeed pets those unusual animals. For example:

11. Nagó nya nyihádach hánkyu.
My bear is good.

12. Iya:s nyə nyihádəch hána da'ópkyu.

My turkey is no good.

Examples of other animal nouns are presented in Section 1.1.3.5 below.

1.1.3 General Possession:

Noun + Possessor + Person Marker-wi:

This is the most neutral form of expressing possession or belonging. Many categories of nouns that have not been covered in previous sections (i.e., Kinship Expression and Animal Expression) are expressed in this frame. Even many of the kinship terms are often used in this frame without apparently changing the meaning.

1.1.3.1 Kinship Terms

In principle, the nouns in this class (kinship terms) are not used in this frame. When, however, a noun represents some non-unique or potentially multiple entity (e.g., child as compared to one's son/daughter), this general possession expression seems common:

13. Hma:ny nya wi:ch hánja da'ópme.

My kids are not behaving.

The following are a partial list of items which may or may not be expressed in A) Kinship Expression and/or B) General Possession. The

Animal Expression is excluded simply because it is the clearest case where non-animals cannot be used in that frame.

14. Examples

English	Hualapai	Kinship Expression	General Poss
Body Parts (Section 1.1.1)		yes	no
Kinship Terms			yes (sometimes)
girl	misí'/misi:	yes =daughter	yes =girl
child	hmany	yes	yes
old man	badáy	?	yes
man	ba'	no	yes
woman	baqí	no	yes
doctor	haygù-githyé'	no	yes
teacher	dinyù:d-bak'ú:wo	no	yes
cowboy	waksìgwíj	no	yes
old lady	gwagúy/qamwídm	no	no
boy	hme'	no	no
boys (pl)	hmad	no	no
policeman	bakhé'd	no	no
mailman	dianyù:da-gwám	no	no

As the above list may suggest, there seems a semantic continuum from the close kinship tie to the non-kinship tie, and accordingly the kinship expression only to the general expression only and finally to those which do not participate in the possessive expression. As a natural consequence of such a continuum is a sub-class of nouns which belong to both, thus both possessive expressions are used.

When the non-kin terms appear in the possessive expression, the specific interpretation may vary depending on the context. For example, dinyù:d-bak'ú:wɔ nya wi:hch hánkyu "My teacher is good" may mean a) the teacher who teaches me most frequently, b) the teacher who takes care of me, c) my favorite teacher, d) the teacher with whom I associate most, and so on.

1.1.3.2 Personal Objects

In the list below, we will examine those objects or articles which are potentially owned personally.

15. Examples

English	Hualapai	Kinship Expression	General Poss
hat	bud	yes	yes
shirt	nyigwáy	yes	yes
jacket	nyigwàyvdé'	yes	yes
long coat	nyigwàydamnálva	yes	yes
shoes	mahnyó'	yes	yes
boots	mahnyò'-ilíl	yes	yes
belt	gìlgióvi	yes	yes
dress	he'	yes	yes

tie	hnáki	yes	yes
socks/ stockings	mahnyò'-gambéy	yes	yes
personal belongings	jaláy	yes	yes
shawl	sadám/sidámi	yes	yes
glove	sàlsiyu:di	?	yes
glasses	yù'das'ámi	?	yes
ring	sàlgidgó'	?	yes
earrings	smàdkadiswédi	?	yes
underwear	kamwìd-ya:lwaj	no	yes
beaded necklace/ bolo tie	skùl-hnáki/	no	yes
watch	nya'	no	yes
diaper	jeqví	no	no
pocket	dani:do	no	no

It is rather hard to make any generalization about which object can be expressed in which possession frame. The pocket dani:do is the clearest case that needs no elaborate explanation. Namely, the pocket belongs to the pants/slacks/jacket/shirt/etc., not to an individual who is wearing it; therefore we do not use any possessive expression. Similarly, the diaper jeqví does not belong to any baby but simply used by the baby temporarily. Or as some of us feel, diapers nowadays are disposable and the temporary nature is getting even shorter!.

The beaded necklace/bolo tie skùl-hnáki, watch nya' and underwear kamwìd-ya:lwaj are not used in the Kinship Expression frame. The reason is not very clear, but it is felt that these items are relatively new in the Hualapai culture.

1.1.3.3 Other Objects

Most other objects (e.g., food items, tools, household items, stationery, furniture and so on) are used with Frame B--General Possession. Some items in this general class, however, may be expressed in the Kinship Expression frame. When it happens, the interpretation is fairly specific. (It should be also noted that the interpretation for such cases is not universally agreed. Some speakers use both frames interchangeably and some still make the distinctions.)

16. a) Gwe nya hwáloch hánkyu.

The garden that I cultivate is good.

b) Gwehwálo nya wi:ch hánkyu.

The garden that belongs to me (i.e., I may or may not cultivate myself) is good.

17. a) Gwe nya hwálach hánkyu.

The vegetable that I planted is good.

b) Gwehwál nya wi:ch hánkyu.

The vegetable that I have (in hand or the one that I might have bought at the store) is good.

18. a) Nya miyálvch hánkyu.

The bread that I made is good.

b) Miyál nya wi:vch hánkyu.

The bread that I have (in hand or the one that I might have bought) is good.

Those items that can be added to this list include:

19.	a)	madi:k	bean
		gàmduqwáth	cantelope
		diyách	corn
		qwaqdúv	deer jerky
		hamdé'	pumpkin

but not:

b)	ba:b	potato
	thabál	peach
	qwàthga'ól	orange

It should be pointed out that in such expressions, especially in the Kinship Expression frame, some demonstrative suffix must be added to be felt natural. For example:

20.	a)	?nya madi:k	my bean
		nya madi:kny	that bean of mine
21.	a)	?nya diyách	my corn
	b)	nya diyáchva	this corn of mine

Some wild plants may be owned and expressed in the Kinship Expression frame if those plants are culturally relevant; that is, if they can bear fruits which people can eat, or if they can be used for some culturally relevant purposes such as medicinal purposes. These plants include:

22. a)	gith'e:	squawberry
	hwa:l	ponderosa pine
	ko'	pinon tree/nut
	manád	yucca
	viyál	mescal

but not:

b)	a'á'/a'a:	saguaro
	alá v/'lav	prickly pear
	ahá'	cottonwood tree

1.1.3.4 Properties

The possession of some property can be expressed in the General Possession frame. Some property may be owned by an individual while some others may be owned by the community. This distinction is made by the addition or non-addition of the plural suffix -j.

23. a) Isavgó nya wi:hch madtha:vkyu.

My corral is good-looking.

b) Isavgó nya wi:jich mađtha:vkyu.

Our corral is good-looking.

24. a) Gwema:jo nya wi:vch sađákvkyu.

My cafe is open.

b) Gwema:jo nya wi:jich sa'ámvkyu.

Our cafe is closed.

We can add to this list the following as further examples:

25.

besbu:jo	bank
đinyù:d'ú:jo	school
bahé'do/bahe:do	jail
gathàdgana:vjo	church
gwejámo	dump
hmanyçə̀ch-baviso:jo	daycare
mađjèvyo:jo	clinic
mùlvwayo:wo	tribal office
đinyù:dvá:wo	post office

When some property is felt to be almost a part of an individual, it may be expressed in a frame similar to the Animal Expression:

Possessor + Person Marker-nyi-Noun(property)

26. a) Nya nyi'wa:vch hánkyu.

This house of mine is good.

b) 'Wa: nya wi:vch hánkyu.

The house that belongs to me is good.

27. a) Ma mnyimáđnych hánkyu.

That land of yours is good.

b) Mađ ma mwi:nych hánkyu.

The land that belongs to you is good.

The a-sentences above state that the property is in an active use or is almost in an inseparable relationship with its owner.

1.1.3.5 Animals

As described in Section 1.1.2 above, the pet animals and domesticated animals are expressed in the frame: Noun + Possessor + Person Marker-nyihađ. They are also often expressed in the General Possession frame. The wild animals are also expressed in this General Possession frame when they are in captivity or when someone temporarily keeps some wild animal before getting rid of it or keeping it as a new pet. The following (28b) is the list of animal names which are not ordinarily expressed in the Animal Expression frame.

28. a) Domesticated Animals

bos	cat
gane:lo	sheep
gwalyáw	chicken
gwalyàwgavé:'	rooster
gwalyàw-tháw	chick

hàlavu:do	donkey
hà'qanmo:	duck
hwànygadád	pig
savádo	goat
waksí	cow
'had	dog

b) Native Wild Animals/Other Living Things

ahmá'/'hma'	quail
amu'/'mu'	mountain sheep
dathíl	lizard
diksí	prairie dog
dilbú'	road-runner
dilgwám	horny toad
gadáda	porcupine
gadu:la	black lizard
gathád/kathád	coyote
gúla	jackrabbit
guwí'	dove
guwíla	mocking bird
gwàlido:	pigeon
hàdgwíla	wolf
hàlgavá'/hàlgava:	turtle
hami:da	chipmunk
hamílda	squirrel
hànykadápka	butterfly
hànykasávda	centipede

hinyá'/hinya:	frog
hlo'	cottontail
hwi:wo'	skunk
ichí'i/ichí'	fish
ilwí	snake
iya:s	turkey
iyu:'	owl
jibáy	bird
jimpúk/jinpúk	little (red) ant
jimyúl	ant
jiqbányk	bat
mahwa:'	badger
málga	packrat
mathúl	chuckawalla
mathúlda	gila monster
mithín'/mithín	buffalo
minmín	hummingbird
muhwá'	wild hog
ni:s	spider
nì:sdagwánk	scorpion
nyimí'	bobcat
nyimída	mountain lion
qa:q	crow
qoqód	fox
qwaq/qwa'q/qwa:q	deer
qwáqda	elk
sinyída	hawk

thambo:	bee
thámbu:dg	fly
u'hu:l	kangaroo rat
uwé'/'we'/'we:	mouse
'm'ul/am'úl	antelope, pronghorn

1.1.4 Things On and Off the Person: -o, -wo and -yo

In many cases of possessive expressions, the suffix -o (or -wo or -yo) appears with them. Some speakers feel it is necessary to have one of them. When the suffix appears, it means that the object is not with the possessor, the object has just been taken off, the object has just been consumed, and so on--that is, in general, it indicates some "detachment." The specific interpretation of the suffix depends on the context.

29. When the noun ends in a consonant, the suffix -o is added:

a)	nya búdo	my hat that I have just worn
b)	nya kamhwído	my pants that I just took off (and are lying over there)

30. When the noun ends in -vi, the suffix -yo is added.

a)	nya gilgióviyo	my belt that I have just used or that is lying over there
b)	nya jibéviyo	my blanket that I have just put away or that is lying over there

31. When the noun ends in all other sounds, the suffix -wo is added.

a)	nya nyahmí'wo	my husband who is away

b) nya misi:wo	my daughter who is not with me
c) mahnyó' nya wi:wo	my shoes that I have just took off or that is lying there
d) kwa' nya wi:wo	my knife that is lying there

When this suffix occurs with the noun with the homophonous locative suffix, there seems to be an interesting set of restrictions.

32. a) gwe nya hwálo	my garden (cf. gwe nya hwala "things that I plant, vegetables")
b) ?gwehwálo nya wi:wo	my garden that I had (but no more)
c) gwehwál nya wi:wo	vegetables that I planted and consumed

Example 32b sounds odd. It may be possible, however, if the garden is completely destroyed by a storm or by some other cause; thus, example 32b states "my garden that has been destroyed."

32. my cafe

a) nya gwema:jo

b) ?gwema:jo nya wi:wo

c) gwema:jo nya wi:

In case of example 33c, the suffix -wo is not used on the verb wi:, but rather the locative -o is retained on the cafe as gwema:jo. This happens when the o suffix has become an integral part of the word. Again example 33b seems odd, but it is again conceivable that it may be used when the cafe has been destroyed. Similar examples follow:

34. my living place, house

a) nya 'wá'w̲o̲

b) *'wá'w̲o̲ nya wi:w̲o̲

c) 'wa' nya wi:w̲o̲

35. my bedroom

a) nya sma:jo̲

b) *sma:jo̲ nya wi:w̲o̲

c) sma:jo̲ nya wi: (i.e., my motel)

36. my jail

a) *bahe:do̲ nya wi:w̲o̲

b) bahe:do̲ nya wi:

37. my store

a) *sa'ádjawo̲ nya wi:w̲o̲

b) sa'ádjawo̲ nya wi:

38. my post office

a) *dinyù:dvá:w̲o̲ nya wi:w̲o̲

b) dinyù:dvá:w̲o̲ nya wi:

39. my school

a) *dinyù:d'ú:jo̲ nya wi:w̲o̲

b) dinyù:d'ú:jo̲ nya wi:

1.2 Number

Nouns are not differentiated for gender but the majority of them undergo some change in their forms in terms of number, i.e., singular and plural. The nouns included in the discussions in this section are only a fragment of the total nouns in the language, but the readers will get some idea as to the interesting arrays of number differentiations.

The plural meaning of nouns may be expressed by a variety of means. In the following sections we will summarize these different forms that nouns may take.

1.2.1 Vowel Change [1]

The following examples show the change of vowels to indicate the plurality.

40. Examples

English	Singular	Plural
son	humé	humáy
medicine man	githyé'	githyáy
doll	gwede:	gwedáy
wind	madhé	madháy (i.e., strong wind)

The most common sound change in terms of singular and plural in the language is /e, e', e:/ (singular) to /ay/ (plural). The same change occurs with verbs as well.

1.2.2 Vowel Change [2]

1.2.2.1 Vowel Lengthening

The stressed vowel of a sound may be prolonged to indicate the plurality of the reference indicated by the noun. When the stressed vowel is already long, the vowel becomes extra long.

41. Examples

English	Singular	Plural
hat	bud	bu:d
lizard	dathíl	dathi:l
rabbit	gúla	gu:la
chicken	gwalyáw	gwal(i)ya:w
bicycle	gwèva'úli	gweva'u:li
tire	gwevóy	gwevo:y
child	hmany	hma:ny
gourd	hnal	hna:l
pig	hwànygadád	hwanygada:d
puppy	'hàd-tháw	'had-cha:w
snake	ilwí	ilwi:
bread	miyál	miya:l
cookie	miyàl-miyúl	miyal-miyu:l
watch/clock	nya'	nya:(')
horse	oló	olo:
jerky	qwaqdúv	qwaqdu:v
bullet	'pa'	'pa:(')
comb	sijívi	siji:vi

mouse	uwé'	uwe:(')
train	wambód	wambo:d
lock	('wa')silwéyi	('wa')silwe:yi
toothbrush	yò'juthúli	yo'juthu:li

1.2.2.2 "An area where lots of ... exist"

Some nouns, when the stressed vowel is lengthened and the locative suffix -k is added, indicate "the area where lots of ... exist."

42. Examples

English	Singular	Plural
lizard	dathíl	dathi:lk(a)
fish	ichí'	ichi:k(a)
snake	ilwí	ilwi:k(a)
ant	jimyúl	jimyu:lk(a)
little (red) ant	jimpúk	jimpu:kk(a)
spider	ni:s	ni::sk(a)
bee	thambo:	thambo::k(a)
fly	thambu:dk	thambu::dkk(a)

1.2.2.3 "Having strong characteristics of ..."

Some nouns change the grammatical category from the object-reference (noun) to a verbal "having strong characteristics of ..." and often they can be translated as adjectives in English.

43.

English	Singular	Plural	Plural Meaning
winter	chud	chu:dk	winterly
cloud	guwí	guwi:k	cloudy
wood	i'í	i'i:k	woody
pinon	ko	ko:yk	pinony, i.e., be full of pinons
whirlwind	màdakwíd	màdakwi:dk	whirlwindy
plain	màddildíl	màddildi:lk	plainy/be plain like
mud	madqáy	madqa:yk	muddy
spot	nyud	nyu:dk	be spotted
fur	nyimí	nyimi:k	furry, hairy
jerky	qwaqdúv	qwaqdu:vk	be full of jerky
rock	wi'	wi:k	rocky
weed	wil	wi:lk	weedy
shade	yasék	yasa:yk	shady

1.2.2.4 Noun to Verb

In some cases the noun changes into the verb of nonquality expression (compare this with 1.2.2.3 above; see also PART IV, 1.1 [Verbs of Belonging] and 1.2 [Verbs of Relations]).

44.

English	Singular	Plural	Plural Meaning
younger sibling	gínya	gi:nyk	to have a younger sibling
fence	kwàsivdív	kwàsivdi:k	to fence
tortilla	miyàldavdívi	miyàldavdi:k	to make tortilla
name	mul	mulvi:k	to be a big shot

older sibling	níya	ni:k	to have an older sibling

1.2.3 Addition of Plural Suffix -j

The plural form may be made by simple addition of the plural suffix -j. The number of nouns in this category is the largest compared with other ways of forming plurality.

45.

English	Singular	Plural
man	ba'	ba'j
policeman	bakhéd	bakhe:dj
purse	besbu:yi	besbu:j
hat	bud	bu:dj
pocket	dani:do	dani:djo
sweat-house	da'ólvo	da'ólvjo
saddle	divgéli	divgélj
old lady	gwagúy	gwajgúy
drum	gwèdalgóbi	gwèdalgóbj
dust pan	gwehnúi	gwehnúij
gum	gwèjimnyáy	gwèjimnyáyj
mush	gwesmgwín	gwesmgwínj
feather	gwewál	gwewálj
faucet	hàsgwíni	hàsgwínji
dress	he'	he:j
necklace	hnáki	hna:kj
head	hu'	hu:j
diaper	jeqví	jeqvíj

bone	jiya:k	jiya:kj
pants	kam(h)wíd	kam(h)wídj
body	ma:d	ma:dj
sock	mahnyò'-gambéy	mahnyò'-gambéyj
foot	mi'	mi:j
leg	mibát	mibátj
toe	mìgavdé'	mìgavdéj
neck	milqí	milqíj
bread	miyál	miyálj
shirt	nyigwáy	nyigwáyj
long coat	nyigwày-damnálv	nyigwày-damnálvj
bullet	'pa'	'pa:j
moccasin	qwàq-mahnyó'	qwàq-mahnyó'j
hair	qwaw	qwawj
braid	qwàw-sanáv	qwàw-sanávj
tie	gwehnáki	gwehna:kj
shawl	sadám	sadámj
hand	sal	salj
left hand	sàl-gathád	sàl-gathádj
thumb	sàlgavdé'	sàlgavdéj
ring	sàlgidgó'	sàlgidgój
glove	sàl-siyu:d	sàl-siyu:dj
pillow	sibúk	sibúkj
nail	sìdiwó	sìdiwój
comb	sijívi	sijívji
shoulder	salmák	salmákj
beaded cape	skùl-sadám	skùl-sadámj

ear	smadk	smadkj
skin	thipíl	thipi:lj
arm	thivdí'	thivdi:j
mouth	ya'	ya:j
chin	yavpí	yavpi:j
nose	yay	yayj
thigh	yiwíl	yiwi:lj
tooth	yo'	yo:j
forehead	yumbúl	ymbu:lj
face	yu'	yu:j
glasses	yù'das'ámi	yù'das'a:mj
heart/chest	yu'wáy	yu'wáyj
eye lash	yù'sunyá'	yù'sunya:j
cheek	yu'thúl	yu'thu:lj

1.2.4 Plural Nouns

Some nouns are "collective" nouns, i.e., they are always plural in their meanings.

46.

Hualapai	English
adúth	rice
ba:b	potatoes
chaw	rags
hajuwá	sand
hamsí	stars
'ha:	water
ithi:	salt

jaláy	clothing/personal belongings
kwàsivdív	fences
midi:k	beans
waksìnyimáy	milk
wil	weeds

1.2.5 Suppletive Forms

Sometimes the singular and plural forms are partially or completely different. When this happens, the pair of forms are called the "suppletive" forms.

47.

English	Singular	Plural
woman/lady	baqí	baqu:y
purse	besbu:yi	besbu:j
boy	hme'	hma:d

1.2.6 Noun + dek/dem

When a noun is used within a sentence, the plurality may be expressed by a verb dek. For example:

48. a) Amú'ch viyámkyu.

amu'-ch viyam-k-yu

mountain=sheep-Subj 3=run-ss-Aux

A mountain sheep is running.

b) Amú' dek viyámjkyu.

amu' de-k viyam-j-k-yu

mountain=sheep 3=be=many-ss 3=run-pl-ss-Aux

Many mountain sheep are running.

c) Amú' dem nyach ba 'u:yuny.
amu' de-m ba 'u:-yu-ny
mountain=sheep 3=be=many-ds them 3/1=see-Aux-Past
I saw many mountain sheep.

49. a) Oló wil mi'é!
olo wil mi-'e
horse hay 3/2-give=Imp
Give hay to the horse!

b) Wil dek gwádvkyu.
wil de-k gwad-v-k-yu
hay 3=be=many-ss 3=be=still-Stative-ss-Aux
There is still a lot of hay.

c) Olóch wil dem ma:kwi.
olo-ch wil de-m ma:-k-wi
horse-Subj hay 3=be=many-ds 3/3=eat-ss-Aux
The horse is eating a lot of hay.

50. a) (Gwe)jibévim jibévyu.
(gwe-)jibev-i-m jibev-yu
(something-)cover-Instr-with 1=be=covered-Aux
I am covered with a blanket.

b) (Gwe)jibévi dek nyuk wa:jikyu.

(gwe-)jibev-i	de-k	nyu-k
(something-)cover-Instr	3=be=many-ss	that=place-at

wa:-j(i)-k-yu

3=sit/lie-pl-ss-Aux

There are lots of blankets right there.

c) (Gwe)jibévi dem miyo:va!

(gwe-)jibev-i	de-m	mi-yo:v-a
(something-)cover-Instr	3=be=many-ds	3/2-make-Imp

Make lots of blankets!

Chapter II: Pronouns

2.0 Pronouns

Hualapai pronouns include a) personal pronouns and b) indefinite pronouns. In the following sections we will examine these varieties of pronouns.

2.1 Personal Pronouns

The personal pronouns are *nya* "first person, I," *ma* "second person, you" and "third person, he/she/it." The third person pronoun may vary depending on how close the reference may be from the speaker. For the detailed discussions, see the section on Demonstratives below (Chapter III).

2.2 Personal Pronouns as Verbal Prefixes

The verb in the sentence (as well as the auxiliary verb) must take the personal pronominal prefix. The prefix may simply indicate what the subject is when the verb is *intransitive* or it may indicate the object and the subject when the verb is *transitive*. The person prefixes are not differentiated for gender (masculine or feminine) or number (singular or plural). For example, *swa:dki* means "he/she/it sings." When the verb is a transitive verb, both the subject and the object are marked usually in a *single* prefix. For example:

*Mi*dinyu:dngwi. "*You* write *it*."

When the subject is plural, it is indicated by verbal suffixes. For example:

1. a) Jeanch sa'ádjawo ya:maykyu.

Jean-ch sa'adjawo ya:m-ay-k-yu

Jean-Subj store 3=go-Future-ss-Aux

Jean is going to go to the store.

b) Jeanch Jósiem hwákak sa'ádjawo ya:mj̲aykyu.

Jean-ch Josie-m hwak(a)-k sa'adjawo

Jean-Subj Josie-with 3=be=two-ss store

ya:m-j-ay-k-yu

3=go-pl-Future-ss-Aux

Jean and Josie are going to go to the store.

More detailed discussions will be presented in Part III, Chapter II (Verb Phrases).

2.2.1 Personal Pronouns in Intransitive Construction

When there is no object involved in the sentence, the subject is indicated as the verbal prefix as follows:

Subject	1 ("I")	2 ("you")	3 ("he/she/it")
	'- or Ø-	m-	Ø-

As we will see in the examples, the first person pronominal prefix may be often dropped and the second person prefix may have a variety of vowels appearing after m̲. We will use the verb s̲m̲a̲:̲k̲ "to sleep" to illustrate this:

2. First Person

a) Nyach 'sma:hi'yu.

nya-ch '-sma:-hi-'-yu

I-Subj 1-sleep-Irreal-1-Aux

I am going to sleep.

b) Nyach sma:hiyu.

3. Second Person

Mach misma:hingyu.

ma-ch mi-sma:-hi-ng-yu

you-Subj 2-sleep-Irreal-2-Aux

You are going to sleep.

Note that ng in misma:hingyu is the contracted form of the same-subject marker -k and the second person prefix m-: mi-sma:-hi-k + m-yu → mi-sma:-hi-ng-yu.

4. Third Person

Nyihách sma:hikyu.

nyi-ha-ch sma:-hi-k-yu

nyi-Dem=one-Subj 3=sleep-Irreal-ss-3=Aux

He is going to sleep.

Since the third person prefix is zero, the same subject marker remains intact.

2.2.2 Personal Pronouns in Transitive Construction

In a transitive construction, there is at least one noun phrase which functions as the object. The verb in such a construction must show the person (first, second or third) of the object as well as that of the subject. This is done usually by a single prefix. As shown in the previous section, the number and gender of the subject are not differentiated. The gender of the object is not indicated in the prefix, but the plural number is indicated by adding ba "us/you all/them" before the prefix.

Object/Subject	2/1	3/1	1/2	3/2	1/3	2/3	3/3
Singular Object	ny-	'- Ø-	'm- m-	m-	ny-	m-	Ø-
Plural Object	ba ny-	ba '- ba	ba 'm- ba m-	ba m-	ba ny-	ba m-	ba Ø-

In the following, we will illustrate these person pronominal prefixes using the transitive verb gaga:vok "to buy something for someone."

5. First Person Subject

a) (Nyach) miyál nyigaga:vowi.
(nya-ch) miyal nyi-gaga:v-o-wi
(I-Subj) bread 2/1-buy-Appl-Aux
I am buying bread for you.

b) Miyál *ba* *nyi*gaga:vowi.

I am buying bread for a few of you.

c) Miyál *'*gaga:vowi or Miyál gaga:vowi.

I am buying bread for him/her.

d) Miyál *ba* *'*gaga:vowi or Miyál *ba* gaga:vowi.

I am buying bread for them.

One interesting aspect of the verb is that when the number of the subject and/or object changes, the verb form sometimes changes. The verb of buying is such an example.

e) Miyál *ba* *nyigijiga:jv*owi.

miyal ba nyi-gijiga:jv-o-wi

bread pl 2/1-buy=pl-Appl-Aux

I am buying bread for *lots* of you.

f) Miyál *ba* *nyigijiga:jvj*owi.

miyal ba nyi-gijiga:jv-j-o-wi

bread pl 2/1-buy=pl-Appl-Aux

We are buying bread for *lots* of you.

g) Miyál *ba* *'gijiga:jv*owi or Miyál *ba* *gijiga:jv*owi.

I am buying bread for *lots* of them.

h) Miyál *ba* *'gijiga:jvj*owi or Miyál *ba* *gijiga:jvj*owi.

We are buying bread for *lots* of them.

6. Second Person Subject

a) (Mach) miyál 'migaga:vongwi   or Miyál migaga:vongwi.

(ma-ch)   miyal '-mi-gaga:v-o-ng-wi

(you-Subj) bread 1/2-buy-Appl-1-Aux

You are buying bread for me.

b) Miyál ba migaga:vongwi.

You are buying bread for a few of us/them.

c) Miyál ba migijiga:jvongwi.

You all are buying bread for lots of us/them.

d) Miyál ba migaga:vjongwi.

You all are buying bread for a few of us/them.

e) Miyál ba migijiga:jvjongwi.

You all are buying bread for lots of us/them.

7. Third Person Subject

a) (Nyihách) miyál nyigaga:vokwi.

(nyi-ha-ch)   miyal nyi-gaga:v-o-k-wi

(Dem-that=one-Subj) bread 1/3-buy-Appl-ss-Aux

He is buying bread for me.

b) Miyál ba nyigaga:vokwi.

He is buying bread for a few of us.

c) Miyál ba nyigijiga:jvokwi.

He is buying bread for lots of us.

d) Miyál migaga:vokwi.

He is buying bread for you.

e) Miyál ba migaga:vokwi.

He is buying bread for a few of you.

f) Miyál ba migijiga:jvokwi.

He is buying bread for lots of you.

g) Miyál gaga:vokwi.

He is buying bread for her.

h) Miyál ba gaga:vokwi.

He is buying bread for a few of them.

i) Miyál ba gijiga:jvokwi.

He is buying bread for lots of them.

j) Miyál ba nyigijiga:jvjokwi.

They are buying bread for lots of us.

k) Miyál ba migijiga:jvjokwi.

They are buying bread for lots of you.

l) Miyál ba gijiga:jvjokwi.

They are buying bread for lots of them.

Note that in some cases the prefix is identical even though it refers to different subject and object. The distinction, however, is retained in the verbal ending. We will repeat the examples below to illustrate this:

5. a) Miyál nyigaga:vowi.

I am buying bread for you.

7. a) Miyál nyigaga:vokwi.

He is buying bread for me.

5. b) Miyál ba nyigaga:vowi.

I am buying bread for a few of you.

7. b) Miyál ba nyigaga:vokwi.

He is buying bread for a few of us.

5. c) Miyál gaga:vowi.

I am buying bread for him.

7. g) Miyál gaga:vokwi.

He is buying bread for her.

5. d) Miyál ba gaga:vowi.

I am buying bread for a few of them.

7. h) Miyál ba gaga:vokwi.

He is buying bread for a few of them.

6. a) Miyál migaga:vongwi.

You are buying bread for me.

7. d) Miyál migaga:vokwi.

He is buying bread for you.

6. b) Miyál ba migaga:vongwi.

You are buying bread for a few of us/them.

7. e) Miyál ba migaga:vokwi.

He is buying bread for you.

In some cases when we just look at the prefixes, we may find three-way similarities:

8. a) Miyál migaga:vongwi.
You are buying bread for me.
b) Miyál migaga:vongwi.
You are buying bread for him.
c) Miyál migaga:vokwi.
He is buying bread for you.

9. a) Miyál ba migaga:vongwi.
You are buying bread for a few of us.
b) Miyál ba migaga:vongwi.
You are buying bread for a few of them.
c) Miyál ba migaga:vokwi.
He is buying bread for a few of you.

As we may find, sometimes we need to judge from the context what is specifically meant by the given sentence (see for example 8a and b, 9a and b).

2.3 Indefinite Pronouns

The indefinite pronouns include words for someone, something, some place, somehow and some one. These forms are identical with or very similar to the WH-words (see Part II, Chapter II, Section 2.2.2).

2.3.1 ga "someone"

10. Nyigách wímò wa: gobgóbkwiny.
nyi-ga-ch wimo wa: gobgob-k-wi-ny
nyi-someone-Subj unknown door 3/3=knock-ss-Aux-Past
Someone knocked at the door.

The indefinite use of these pronouns very often accompanies the particle wímò (wi-mo "do-doubt/Dubitative"), yú:mò (yu:-mo "be-Dubitative"), í'mò (i'-mo "say-Dubitative") or yímò (yi-mo "feel-Dubitative").

11. Ga yu:mò e:vyu. or Ga í'mò e:vyu.
ga yu:mo e:v-yu
someone unknown 3/1=hear-Aux
I hear someone.

12. Philch ga yu:mò Banyà:nyuwá wa:mkwiny.
Phil-ch ga yu:mo Banya:nyuwa wa:m-k-wi-ny
Phil-Subj someone unknown Phoenix 3/3=take-ss-Aux-Past
Phil took someone to Phoenix.

13. Pamch gam yu:mò Hàkdugwi:va ya:mjkyuny.
Pam-ch ga-m Hakdugwi:va ya:m-j-k-yu-ny
Pam-Subj someone-with Peach=Springs 3=go-pl-ss-Aux-Past
Pam went to Peach Springs with someone.

2.3.2 Gwègayu: "something"

14. Gwègayu: 'ma:hiwi.
gwegayu: '-ma:-hi-wi
something 3/1-eat-Irreal-Aux
I am going to eat something.

15. Gwègayu:vch yu:mò bíl'òkyu.
gwegayu:-v-ch yu:mo bil-(')o-k-yu
something-Dem-Subj unknown 3=burn-Evid-ss-Aux
Something is burning.

16. Gwègayu:vm (yu:mò) nyi'a:vkwiny.
gwegayu:-v-m (yu:mo) nyi-a:v-k-wi-ny
something-Dem-with (unknown) 1/3-hit-ss-Aux-Past
He hit me with something.

17. Gwègayu:jich galgál'ìki.
gwegayu:-j(i)-ch galgal-'i-k-i
something-distributive-Subj 3=rattle-voluntarily-ss-Aux
Something is rattle-rattling.

2.3.3 ga(v)yu:j "some one (thing), certain which one" [Variations include: gavg(i)yu:j, gavgi:j or gelyu:j (slang)]

18. Gavyu:j magaga:va há?

gavyu:j ma-gaga:v-a ha

some=one 3/2-buy-Def Hort

Which do you want to buy?

19. Du gayu:jnyu gaga:vaywi.

du gayu:j-nyu gaga:v-ay-wi

just some=one-Dem 3/1=buy-Future-Aux

I'll buy just any one.

20. Du gavgi:jnyum 'had a:vaywi.

du gavgi:j-nyu-m 'had a:v-ay-wi

just some=thing-Dem-with dog 3/1=hit-Future-Aux

I'll hit the dog with just any thing.

2.3.4 ge "some=place"

21. Philch ge yu:mò ya:mkyuny.

Phil-ch ge yu:mo ya:m-k-yu-ny

Phil-Subj some=place unknown 3=go-ss-Aux-Past

Phil went somewhere.

22. Ge yu:mò anbíl 'gaga:vwiny.

ge yu:mo anbil '-gaga:v-wi-ny

some=place unknown automobile 3/1-buy-Aux-Past

I bought the car somewhere.

23. Nyigé yu:mò i' jigaédjaykwi.

nyi-ge yu:mo i' jigaed-j-ay-k-wi

Dem-some=place unknown wood 3/3-chop-pl-Future-ss-Aux

They are going to chop the wood somewhere.

2.3.5 ganyúm "sometime"

24. Med ganyúm (yu:mò) wi:hiwi.

med ganyum (yu:mo) wi:-hi-wi

later sometime (unknown) 3/1=do-Irreal-Aux

I will do this sometime later.

25. Ganyúm mova:ma!

ganyum mo-va:m-a

sometime 2-go=there-Imp

Go over sometime!

26. Bu ganyúmum gwa:wvaykyu.

du ganyum-um gwa:w-v-ay-k-yu

just sometime-Neg/or=other 3=talk-Recip-Future-ss-Aux

They are going to have a meeting just anytime.

2.3.6 ga "somehow"

27. Ga wi'k wí'hwimò.

ga wi'-k wi'-h-wi-mo

somehow 3/1=do-ss 3/1=do-Irreal-Aux-Dubitative

I am going to do it somehow.

28. Ga wì:dáv wí'hwimò!

ga wi:-dav-k wi'-h-wi-mo

somehow 3/1=do-Emph-ss 3/1=do-Irreal-Aux-Dubitative

How on earth am I going to do this?

29. Ga wì:dávk wí'hwkwi.

ga wi:-dav-k wi'-h-w-k-wi

somehow 3/3=do-Emph-ss 3/3=do-Irreal-Evid-ss-Aux

How in the world is he doing that?

Chapter III: Demonstratives

3.0 Demonstratives

In Hualapai, some words and suffixes function as demonstratives, i.e., to point out one member out of a class or to specify one member within a class. The demonstrative meaning can be expressed by pronouns (which are called the "Demonstrative Pronouns") or by suffixes (which are called the "Demonstrative Suffixes" or simply "Demonstratives").

3.1 Demonstrative Pronouns

Hualapai distinguishes six different demonstrative pronouns in terms of proximity of the reference from the speaker, whether it be some physical or temporal distance. These six are listed below in the order of the closest to the farthest from the speaker to the reference.

These demonstrative pronouns are very often prefixed by nyi-/nyu- which singles out some specific member from a general class; thus it is often translated as "(this or that) very one." For brevity's sake, we will leave nyi-/nyu- untranslated in the morpheme-by-morpheme glossing below.

3.1.1 va "this one closest to the speaker" (=proximal)
nyivá "this very closest one"

1. Va nya 'wi:chyu.
va   nya '-wi:-ch-yu
this I   3/1-own-Subj-be
This one is mine.

2. Vach nya gwájik wá'kyu.
va-ch   nya gwaji-k   wa'-k-yu
this-Subj I   3=be=together-ss 3=sit-ss-Aux
This one is sitting close to me.

3. Nyivá misi:da!
nyi-va   mi-si:d-a
nyi-this 3/2-read-Imp
Read this very one!

4. Nyivám gwe midinyu:da!
nyi-va-m   gwe   mi-dinyu:d-a
nyi-this-with something 3/2-write-Imp
Write with this very one!

3.1.2 ya "this one close to (but away from) the speaker and hearer" (=distal)

nyiyá "this very one close to the speaker and hearer"

5. Ya nya 'wi:vchyu da'ópkyu.
ya   nya '-wi:-v-ch-yu   da'op-k-yu
this I   3/1-own-Dem-Subj-be 3=Neg-ss-Aux

This one is not mine.

6. Yach ya:maykyu.

ya-ch   ya:m-ay-k-yu

this-Subj 3=go-Future-ss-Aux

This one is going to go.

7. Nyiyách sma:kyu.

nyi-ya-ch   sma:-k-yu

nyi-this-Subj 3=sleep-ss-Aux

This very one is sleeping.

8. Nyiyách qáwkyu.

nyi-ya-ch   qaw-k-yu

nyi-this-Subj 3=be=broken-ss-Aux

This very one is broken.

3.1.3 wa   "that one which we can point at and specify" (=distal)

nyiwá   "that very one that we can point at"

9. Wak mwa'!

wa-k   m-wa'

that-at 2-sit=Imp

Sit there!

10. Wa nya 'mílachyu.
wa nya '-mila-ch-yu
that I 1-aunt-Subj-be
That one is my aunt.

11. Nyiwách mise:vkyuny.
nyi-wa-ch mise:v-k-yu-ny
nyi-that-Subj 3=be=perfect/superb-ss-Aux-Past
That very one is skilled.

12. Nyiwál mijiwó'!
nyi-wa-l mi-jiwo'
nyi-that-in 3/2-put=Imp
Put it right in there!

The next pronoun is somewhat unique in that it is inclusive of the previous three pronouns in terms of the deixis. The pronoun nyu, in other words, refers to some object which can be pointed at and be identified without vagueness. The pronoun then can be translated as "this one very close," "this one rather close," or "that one there." The most common use among these is "that one there."

3.1.4 nyu "this one very close or rather close to the hearer" or "that one right there near the hearer" (=proximal)

nyinyú "this very one that is very close or rather close to the hearer" or "that very one right there"

13. Nyuk mwa'!
nyu-k m-wa'
nyu-at 2-sit=Imp
Sit over there!

14. Nyuch gwa:w' swálkyu.
nyu-ch gwa:w-' swal-k-yu
nyu-Subj 3/3=talk-ss 3=be=habitual/constant-ss-Aux
That one constantly talks.

15. Nyinyúk mwa'!
nyi-nyu-k m-wa'
nyi-nyu-at 2-sit=Imp
Sit right there!

16. Nyinyú miyo:k mowa:ma!
nyi-nyu mi-yo:-k mo-wa:m-a
nyi-nyu 3/2-get-ss 3/2-take=Imp
Take that very one!

In reference to something that is further away so that it is not possible to identify the object by pointing at (See 3.1.5 below) or that object is not visible (see 3.1.6 below), we have the following two pronouns. Note that these two may be used in reference to either some physical distance or some temporal remoteness.

3.1.5 ha "that one way over there (close to the reference)" (=proximal)

nyihá "that very one way over there (although the speaker may not be able to point at)"

17. Ha midinyu:da!

ha mi-dinyu:d-a

that 3/2-write-Imp

Write that one!

18. Hach gweda:vkyuny.

ha-ch gweda:v-k-yu-ny

that-Subj 3=be=sick-ss-Aux-Past

That one was sick.

19. Nyihám mahwákik gwe mama:ja!

nyi-ha-m ma-hwak(i)-k gwe ma-ma:-j-a

nyi-that-with 2-be=two-ss something 3/2-eat-pl-Imp

Eat with that very one!

20. Nyihák mánjaykyu.

nyi-ha-k man-j-ay-k-yu

nyi-that-at 3=fall-pl-Future-ss-Aux

They are going to fall right there.

3.1.6 tha "that one remote, distant or invisible" (=distal)

nyithá "that very one remote, distant or invisible"

21. Thal swa:djkyuny.
tha-l swa:d-j-k-yu-ny
that-at 3=sing-pl-ss-Aux-Past
They sang there (the place about which we are talking).

22. Thach wakśi nyihádkwi.
tha-ch waksi nyi-had-k-wi
that-Subj cow 3/3=Poss-pet-ss-Aux
That one (about whom we are talking) owns cattle.

23. Nyithál miyu:dma!
nyi-tha-l mi-yu:dm-a
nyi-that-in 2-go=in(that=way)-Imp
Go right in that place (about which we are talking)!

24. Nyithám swa:djé?
nyi-tha-m swa'd-j-e
nyi-that-at 3=sing-pl-Q
Did they sing right then?

The demonstrative pronouns presented above as "proximal" and "distal" are the basic forms which may appear in a variety of other places as grammatically different classes. We will now look at two of them in the following sections.

3.2 Demonstrative Suffixes

The basic forms shown above as "proximal" may be attached to nouns as demonstrative suffixes: -*va*, -*nyu* and -*ha*. The three others identified as "distal" -*ya*, -*wa* and -*tha* do not occur as suffixes but rather as demonstrative adjectives (see Section 3.3 below).

The meaning of each of the basic forms is retained and adds this demonstrative meaning to the noun. When one of these appears as a suffix, it is not usually stressed. Consequently the unstressed vowel of the suffix may be dropped, thus resulting in the following forms: -*v*, -*ny* and -*h*.

3.2.1 -v(a) "this very close one"

25. 'Wa:*va* nya 'wi:vchyu.
'wa:-va nya '-wi:-v-ch-yu
house-va I 3/1-own-Dem-Subj-be
This is my house.

26. 'Hádvach woh woh i: mi:jiki.
'had-va-ch woh woh i: mi:-ji-k-i
dog-va-Subj woh woh 3=say always=say-distributive-ss-Aux
This dog always barks woh woh.

27. Góth*va* nya 'wi:chyu.
goth-va nya '-wi:-ch-yu
coffee-va I 3/1-own-Subj-be
This coffee is mine.

3.2.2 -ny(u) "(this or that) very one"

28. Anbílny migowa:ma!
anbil-ny mi-gowa:m-a
automobile-ny 3/2-drive-Imp
Drive that car!

29. Góthny(u) mithi:!
goth-ny(u) mi-thi:
coffee-ny(u) 3/2-drink=Imp
Drink that coffee!

30. Jorigínech góthny(u) thi:kwiny.
Jorigine-ch goth-ny(u) thi:-k-wi-ny
Jorigine-Subj coffee-ny(u) 3/3=drink-ss-Aux-Past
Jorigine drank that coffee.

3.2.3 -h(a) "that one way over there"

31. Ba:hach 'háda i'vm a:vkwiny.
ba:-ha-ch 'had-a i'-v-m a:v-k-wi-ny
man-ha-Subj dog-Def stick-v-with 3/3=hit-ss-Aux-Past
That man hit the dog with the/this stick.

32. 'Wa:h̲l wayó'kyu.
'wa:-h-l   wayo'-k-yu
house-h-in 3=live=pl-ss-Aux
They live in that house.

33. Nyach 'wa:h̲l 'yu:yuny.
nya-ch 'wa:-h-l   '-yu:-yu-ny
I-Subj house-h-in 1-be-Aux-Past
I was in that house.

3.3 Demonstrative Adjectives

The three forms that are not covered in the previous section appear as demonstrative adjectives rather than suffixes.

3.3.1 ya "this close one"

34. Ya 'wa:vch bílkyuny.
ya 'wa:-v-ch bil-k-yu-ny
ya house-v-Subj 3=be=burnt-ss-Aux-Past
This house (here) was burnt down.

35. Ya anbílva John wi:vchyu.
ya anbil-va John wi:-v-ch-yu
ya automobile-va John 3/3=own-v-Subj-be
This car (here) is John's.

3.3.2 wa "that one we can point at"

36. Wa nya nuwa:h Cheryl 'gwik haygùnyuwál 'ya:myuny.
wa nya nuwa:-h Cheryl '-gwi-ᴋ
wa my friend-h Cheryl 1-be=together-ss
haygu-nyu-wa-l '-ya:m-yu-ny
whiteman-Poss-house-in/to 1-go-Aux-Past
I went to town with that friend of mine Cheryl.

37. Wa isavgó nya nuwi wi:vchyu.

wa isavgo nya nuwi wi:-v-ch-yu

wa corral my uncle 3/3=own-v-Subj-be

That corral belongs to my uncle.

3.3.3 tha "that one remote, distant or invisible"

When this demonstrative is used before a noun, it always indicates "that person (not visible)" rather than simply "that."

38. Tha 'wa:wi 'sa'ádwiny.

tha 'wa:-wi '-sa'ad-wi-ny

tha house-wi(his) 3/1-sell-Aux-Past

I sold that person's house (the person whom we cannot see).

39. Tha gwènyihwálol diyách 'yo:winy.

tha gwe-nyi-hwal-o-l diyach '-yo:-wi-ny

tha something-3/3-dig-place-in corn 3/1-get-Aux-Past

I got corn in that person's garden (the person that we cannot see).

3.4 Other Demonstrative Expressions

3.4.1 viya (vi-ya) and viwa (vi-wa)

When we are actually pointing at something and we are referring to it by constrasting it with something else, we use either viyá or viwá "right this one" or "right that one," respectively. The element *vi* is a variant form of *va* described above as "proximal."

40. Viyá midinyu:da!

vi-ya mi-dinyu:d-a

vi-ya 3/2-write-Imp

Write this (at which I am pointing)!

41. Viyách gwa:wki.

vi-ya-ch gwa:w-k-i

vi-ya-Subj 3=talk-ss-Aux

This one (at whom I am pointing) is talking.

42. Viyách ma'u:k gwal yi:kyu.

vi-ya-ch ma-'u:-k gwal yi:-k-yu

vi-ya-Subj 2/3-see-ss wish feel-ss-Aux

This one (at whom I am pointing) wants to see you.

43. Viwám magwa:wva!

vi-wa-m ma-gwa:w-v-a

vi-wa-with 2-talk-Recip-Imp

Talk with that one (at whom I am pointing)!

44. Viwách ma:m gwik de:vayk va:kyuny.

vi-wa-ch ma:-m gwi-k de:v-ay-k

vi-wa-Subj you-with 3=be=with-ss 3=play-Future-ss va:-k-yu-ny

3=come=here-ss-Aux-Past

That one (at whom I am pointing) came here to play with you.

45. Viwá nuwa:hach bes nyigava:kiny.

vi-wa nuwa:-ha-ch bes nyi-gava:-k-i-ny

vi-wa friend-ha-Subj money 1/3-ask-ss-Aux-Past

That person's (at whom I am pointing) friend asked for money from me.

3.4.2 Demonstratives in Time and Space Expressions

General location (around/alongside) can be indicated by the pronouns plus one of the locative suffixes (-e, -k or -l) or the temporal suffix (-m). Some example sentences are given below with the general location marker -e (see A below), and the other demonstratives with other suffixes are listed (see B-D below).

A. ve, ye, we, he and the

The first segment in each of the above is identical to the demonstrative segment except that the vowel is dropped, and the last segment -e is the general locational marker (see PART II, Chapter I, Section 1.2.6.4). As described before, the specifier nyi- may appear with each of the expressions.

46. Nyivé miha:ka!

nyi-v-e mi-ha:k-a

nyi-v-around 3/2-look=here-Imp

Look over here!

47. Nyiyé mijiwó'!

nyi-y-e mi-jiwo-'

nyi-y-around 3/2-put-Imp

Put it over here!

48. Nyiwé miya:ma!

nyi-w-e mi-ya:m-a

nyi-w-around 2-go-Imp

Go over there!

49. Nyihé 'wa:hiyu.

nyi-h-e '-wa:-hi-yu

nyi-h-around 1-sit-Irreal-Aux

I am going to sit over there.

50. The gwènyahwálo diyách 'yo:winy.

th-e gwe-nya-hwal-o diyach

th-around something-3/1-dig-place corn

'-yo:-wi-ny

3/1=get-Aux-Past

I got corn around there from that garden of mine.

B. Demonstratives with -k "at/around some place"

nyivák	"right around here"
nyiyák	"around here"

nyiwák	"around there"
nyihák	"around way over there"
nyithák	"around that remote place"

C. Demonstratives with -l "in some place"

nyivál or nyivúl	"in this place right here"
nyiyál or nyiyúl	"in here"
nyiwál or nyiwíl	"in that place/in there"
nyihál	"in that place way over there"
nyithál	"in that remote place"

D. Pronouns with -m "at some time"

nyivám	"at this time right now"
nyiyám	"at this time/now"
nyiwám	"at that time/then"
nyihám	"in those days/then"
nyithám	"at that remote/mythical time"

3.5 Summary

As a summary we can present some examples which clearly show the relationship between proximity and the demonstrative elements, by showing demonstrative usage in possessive expressions:

51. nya hú'va

nya hu'-va

my 1=head-va

my head

52. ma mhú'ny
ma m-hu'-ny
your 2-head-ny
your head

53. nyihá hu'h
nyi-ha hu'-h
his/her 3=head-h
his/her head

54. Nya qwáwvach nya:kyu.
nya qwaw-va-ch nya:-k-yu
my 1=hair-va-Subj 3=be=black-ss-Aux
My hair is black.

55. Ma mqwáwnych nya:kyu.
ma m-qwaw-ny-ch nya:-k-yu
your 2-hair-ny-Subj 3=be=black-ss-Aux
Your hair is black.

56. Nyihá qwáwhch nya:kyu.
nyi-ha qwaw-h-ch nya:-k-yu
nyi-ha 3=hair-h-Subj 3=be=black-ss-Aux
His/Her hair is black.

Chapter IV: Compounding and Nominalization

4.0 Nominalization

In Hualapai, a verb stem can be turned into a noun in various ways. Turning a verb into a noun is called "nominalization."

4.1 Nominalizing Prefix g-: (Noun-)g-Verb

A noun can be formed from a verb by adding the prefix g- (glossed as "Nom" hereonafter) to the verb stem. G- can generally be translated as "the one who/the thing which." (Note that the prefix g- may be followed by a vowel, the quality of which depends on its phonetic environment.)

1. a) gi-qéch
   Nom-be=little
   the little one
   b) gi-yo:v-a
   Nom-make/creat-Def
   the one who makes/creates
   c) gi-vsó
   Nom-take=care=of
   the one who takes care of (animals/crops)/herder/farmer

2. a) mì-ga-vdé'
   foot-Nom-be=big
   the foot--the one which is big/big toe

b) sàl-ga-vdé'
hand-Nom-be=big
the hand--the one that is big/thumb

3. a) waksì-g-wí-j
cow-Nom-possess-pl
the one who possesses cows/cattleman

b) waksì-g-nyi-hád(-a)
cow-Nom-Poss-pet(-Def)
the one who pets cows/cattleman

The noun formed from the [g-Verb] construction behaves like any other noun, taking case markers depending on its function in the sentence.

4. Givsóhach gwènyihwála viso:kyu.
gi-vso-ha-ch gwe-nyi-hwal-a
Nom-take=care=of-Dem-Subj thing-Sub-3/3=dig/plant-Def
viso:-k-yu
3/3=take=care=of-ss-Aux
The farmer is watching over his field.

5. Nya mìgavdé' 'hal deli:wi.
nya mi-g-vde' 'ha-l deli:-wi
my foot-Nom-be=big water-in 3/1=touch=slightly-Aux
I touched my toe into the water./I felt the water with my toe.

6. Waksìgwíjm diye:vk haygùnyuwál ya:mjiyuny.

waksi-g-wi-j-m	diye:-v-k
cow-Nom-possess-pl-with	3/1=be=together-Recip-ss
haygu-nyu-wa-l	ya:m-j(i)-yu-ny
whiteman-Poss-house-in	1=go-pl-Aux-Past

The cattleman and I went to town together.

4.2 Nominalization by Compounding

A large number of nouns are formed by compounding. Compounding is the process of putting two (or more) words together to form one new word (examples in English would be blackbird and treadmill). The general form of a compound in Hualapai is as follows:

Noun-Verb(-Nominalizing=suffix)

or

Noun-g-Verb(-Nominalizing=suffix)

4.2.1 Compounds with gwe

A very common type of compound consists of the word gwe "thing" with a verb and nominalizing suffix (or no suffix).

7. gwedáy
gwe-day
thing-play=pl
toy

8. gwèdadúvi
gwe-da-duv-i
thing-cause-dry-Instr
dryer

9. gwèdathgwíla
gwe-dathgwil-a
thing-wash=clothes-Animate

clothes-washer, i.e., a person who washes clothes

10. gwèdalgóbi

gwe-dalgob-i

thing-beat-Instr

drum

11. gwèdamúni

gwe-da-mun-i

thing-cause-cold-Instr

refrigerator

12. gwèdamúna

gwe-da-mun-a

thing-cause-cold-Animate

ice-maker, i.e., a person who makes ice

13. gwèdinyu:di

gwe-dinyu:d-i

thing-copy/write-Instr

pen/pencil

14. gwègida'óla/gwègid'óla

gwe-gi-d(a)'ol-a

thing-Nom-cook-Animate

cook/chef

15. gwègida'óli/gwègid'óli
gwe-gi-d(a)'ol-i
thing-Nom-cook-Instr
cooker

16. gwègidáyya
gwe-gi-day-(y)a
thing-Nom-play=pl-Animate
player (e.g., sports)

17. gwègija:
gwe-gi-ja:
thing-Nom-play=Animate
musician

18. gwègisi:da
gwe-gi-si:d-a
thing-Nom-read-Animate
reader (=a person)

19. gwèjimnyáy
gwe-jimnyay
thing-chew
chewing gum

20. gwèjithu:li

gwe-jithu:l-i

thing-wash-Instr

sink

21. gwèjiviya:da

gwe-ji-viya:d-a

thing-make-fly-Animate

pilot

22. gwesi:di

gwe-si:d-i

thing-read-Instr

book

23. gwesmgwín

gwe-smgwin

thing-mush

mush

24. gwehnáki

gwe-hnak-i

thing-tie=around=the=neck-Instr

necklace

25. gwehnúyi

gwe-hnu-yi

thing-scoop=up-Instr

dustpan

26. gwèjadi:/gwèjidi:

gwe-ja-di:

thing-cause-frighten

ghost

27. gwèjama:vi

gwe-jama:v-i

thing-pile=up-Instr

rake

28. gweja:yi

gwe-ja:-yi

thing-play-Instr

music=playing=instrument (e.g., record-player, radio, musical instrument, etc.)

29. gwèva'úli

gwe-va'ul-i

thing-ride-Instr

bicycle

30. gwèviya:d'iji
gwe-viya:d-'i-j-i
thing-fly-suddenly-pl-Instr
airplane

31. gwèviyám/gwègiviya:ma
gwe(-gi)-vi-ya(:)m(-a)
thing(-Nom)-cause-go(-Def)
car

32. gwewál
gwe-wal
thing-feather=of=something
feather

4.2.2 Compounds with Other Nouns

Any noun may be used to form a compound. Examples are given in later sections.

4.2.3 Compounds with g- Nominalizer (see also 4.1 above)

Below are examples of the g- nominalizer used in compounds. Some examples given in the previous section also appear in the list below.

33. bakhé'd
ba-g-he'd
person-Nom-rope
policeman

34. gwalyawgavde'
gwalyaw-ga-vde'
chicken-Nom-big
rooster

35. gwègida'óla/gwègid'óla
gwe-gi-d(a)'ol-a
thing-Nom-cook-Animate
cook/chef

36. gwègidáyya
gwe-gi-day-(y)a
thing-Nom-play-Animate
player (of sports)

37. gwègija:
gwe-gi-ja:
thing-Nom-play=Animate
musician

38. gwègida'óli/gwègid'óli
gwe-gi-d(a)'ol-i
thing-Nom-cook-Instr
cooker (e.g., pressure cooker)

39. gwègisi:da

gwe-gi-si:d-a

thing-Nom-read-Animate

reader (=a person)

40. 'hàdgavde:/'hàdgavde'

'had-ga-vde:

dog-Nom-big

male dog

41. sàlgavdé'

sal-ga-vde'

hand-Nom-big

thumb

42. waksìgwíj

waksi-g-wi-j

cow-Nom-own-pl

cowboy/cattleman

4.3 Nominalizing Suffixes

4.3.1 Compounds with -o Locative Nominalizer

[Noun-Verb-o] means "the place where the verb is done by the noun or to the noun." The -o itself can be translated as "place." After a vowel, the suffix is -wo.

43. bàdigávo
ba-digav-o
person-gather-place
C.A.P. building/gathering place

44. bahé'do/bahe:do
ba-he'd-o
person-rope-place
jail

45. dinyù:dvá:wo
dinyu:d-va:-wo
copy-arrive-place
post office

46. gwedivjùd-dáyyo
gwe-divjud-day-(y)o
thing-round-play=pl-place
gymnasium (=ball-playing place)

47. gwejámo

gwe-jam-o

thing-throw=away-place

dump

48. ha'ámo

ha'-am-o

water-go-place

stream/river

49. ha'he:lo

ha'-he:l-o

water-flow-place

river/waterfall

50. 'wá'wo

'wa'-wo

house-place

house

51. kwasivdìv-sadákjo

kwa-sivdiv-sadak-j-o

metal-put=across-open-pl~place

gate (=place where the fence opens)

52. kwasivdìv-sa'ámjo

kwa-sivdiv-sa'am-j-o

metal-put=across-shut-pl-place

gate (=place where the fence closes)

Often the compound must carry the plural suffix.

53. besbu:jo

bes-bu:-j-o

money-put-pl-place

bank

54. dinyù:d'ú:jo

dinyu:d-'u:-j-o

writing-look-pl-place

school

55. gathàdgana:vjo

gathad-gana:v-j-o

coyote-tell-pl-place

church (=place where stories are told)

56. gwema:jo

gwe-ma(:)-j-o

thing-eat-pl-place

cafe

57. hmanyqàch-baviso:jo
hmany-qach-ba-vso:-j-o
child-little=pl-them-take=care=of-pl-place
daycare center

58. madjèvyo:jo
madjev-yo:-j-o
medicine-get-pl-place
clinic

59. mùlvwayo:wo
mulv-wayo:-wo
leader-stay=pl-place
Tribal Office

60. sma:jo
sma:-j-o
sleep-pl-place
motel

4.3.2 Compounds with -*i* Instrumental Nominalizer

The -*i* suffix can translate as "instrument," that is, "the thing with which something is done." It is pronounced as [yi] if it follows a vowel or vowel + glottal stop.

61. bàdinyu:di

ba-dinyu:d-i

person-copy-Instr

camera (=the thing with which a person is copied)

62. gwèdadúvi

gwe-da-duv-i

thing-cause-dry-Instr

dryer

63. gwèdalgóbi

gwe-dalgob-i

thing-beat-Instr

drum

64. gwèdamúni

gwe-da-mun-i

thing-cause-cold-Instr

refrigerator

65. gwèdinyu:di

gwe-dinyu:d-i

thing-copy-Instr

pen/pencil

66. gwègida'óli/gwègid'óli
gwe-gi-d(a)'ol-i
thing-Nom-cook-Instr
cooker (e.g., pressure cooker)

67. gwehnúyi
gwe-hnu-yi
thing-scoop=up-Instr
dust pan

68. gwèjama:vi
gwe-jama:v-i
thing-pile=up-Instr
rake

69. gweja:yi
gwe-ja:-yi
thing-play-Instr
music-playing instrument (e.g., record-player, radio, musical instrument, etc.)

70. gwèjithu:li
gwe-jithu:l-i
thing-wash-Instr
sink

71. gwesi:di
gwe-si:d-i
thing-read-Instr
book

72. gwèva'úli
gwe-va'ul-i
thing-ride-Instr
bicycle

73. gwèviya:d'iji
gwe-viya:d-'i-j-i
thing-fly-suddenly-pl-Instru
airplane (=the thing with which flying is done)

74. yò:juthúli
yo:-juthul-i
teeth-wash-Instr
toothbrush

75. hà'sgwíni
ha'-sgwin-i
water-turn=on-Instr
faucet

76. màdjijá'yi
mad-jija'-yi
earth/floor-cover-Instr
rug

77. màdsiyu:ki
mad-siyu:k-i
earth-scoop-Instr
shovel

78. 'wa'júdi
'wa'-jud-i
house-wipe-Instr
mop

79. 'wà'sa'ámi
'wa'-sa'am-i
house-close-Instr
door

80. 'wa'síjiyi
'wa'-siji-yi
house-sweep-Instr
broom

81. ('wa')silwéyi
('wa'-)silwey-i
(house-)lock-Instr
padlock

82. yù'dasa'ámi
yu'-da-sa'am-i
eye-cause-cover-Instr
glasses

4.3.3 Compounds with -a Animate Nominalizer

Sometimes an -a nominalizer is added if the compound refers to a person; thus it can be translated as "an animate being." Like the g- prefix, it generally means "the one who does the verbing." Examples follow:

83. gwèdamúna
gwe-da-mun-a
thing-cause-cold-Animate
icemaker (i.e., a person who makes ice)

84. gwègida'óla/gwègid'óla
gwe-gi-d(a)'ol-a
thing-Nom-cook-Animate
cook/chef

85. gwègidáyya
gwe-gi-day-(y)a
thing-Nom-play=pl-Animate
player (of sports)

86. gwègisi:da
gwe-gi-si:d-a
thing-Nom-read-Animate
reader (=a person)

87. gwèjiviya:da
gwe-ji-viya:d-a
thing-make-fly-Animate
pilot

88. gwèdathgwíla
gwe-dathgwil-a
thing-wash=clothes-Animate
(clothes) washer (=a person)

The following sets show clearly the difference between these nominalizing suffixes:

89. a) gwèdamúna — ice-maker (=a person)
b) gwèdamúni — refrigerator
c) gwèdamúno — ice-house

90.	a)	gwègisi:da	reader (=a person)
	b)	gwesi:di	book
	c)	gwesi:djo	library
91.	a)	gwèjiviya:da	pilot
	b)	gwèjiviya:di	airplane
	c)	gwèjiviya:djo	airport

4.3.4 Compounds with No Nominalizing Suffix

Below are examples of compounds bearing no nominalizing suffix.

92. badáy
ba-day
person-be=old/big

93. bòs-tháw
bos-thaw
cat-be=infant
kitten

94. gwèviyám
gwe-vi-yam
thing-cause-go
car

95. gwesmgwín
gwe-smgwin
thing-mush
mush

96. gwèjimnyáy
gwe-jimnyay
thing-chew
chewing gum

97. gwèjadi:
gwe-ja-di:
thing-cause-frighten
ghost

98. gwewál
gwe-wal
thing-feather=of=something
feathers

99. kwàsivdív
kwa-sivdiv
metal-put=across
fence

100. kwàqwidqwíd
kwa-qwid-qwid
metal-pointed/sharp-sharp
nail

101. kwàqadwís
kwa-qadwis
metal-small=edge
hammer

102. skùlsadám/sku:la-sadám
skul-sadam
bead-cape
beaded cape

103. skùlhnák/sakù:la-hnáki
skul-hnak
bead-tie=around=the=neck
beaded necklace

104. salmák
sal-mak
hand/arm-back
shoulder

105. sàlgidgó'
sal-gidgo'
hand-tie=around=something=small
ring

106. sàlgavdé'
sal-ga-vde'
hand-Nom-be=big
thumb

107. waksìgwíj
waksi-g-wi-j
cow-Nom-own-pl
cowboy

4.4 Noun Phrases

A noun phrase is a group of words that together function as a noun.

4.4.1 Simple Noun Phrases

A noun phrase may simply consist of a demonstrative plus a noun, as in the following example:

108. Nyiwá 'hádach nya:kyu.
nyi-wa 'had(a)-ch nya:-k-yu
nyi-that dog-Subj 3=black-ss-Aux
That dog is black.

4.4.2 Verb-based Noun Phrases

In Hualapai a verb-based noun phrase may consist of any number of words, but the last word in such a noun phrase is always a verb (whether it is nominalized or plain), which carries all the noun suffixes that any other noun may carry. Below are examples of long noun phrases. First, a sentence with a one-word noun phrase (109) is contrasted with a sentence with a complex noun phrase (110):

109. Ba:hch qid'u:dkkyu.
ba:-h-ch qid'u:dk-k-yu
ba:-Dem-Subj 3=short-ss-Aux
The man is short.

110. Ba: nya 'u:hch qid'u:dkkyuny.
ba: nya 'u:-h-ch qid'u:dk-k-yu-ny
man I 3/1=see-Dem-Subj 3=short-ss-Aux-Past
The man I saw was short.

Note that the subject marker is on the last word in the noun phrase that expresses "The man I saw." Only one subject marker can occur in the sentence: "I" is the subject of the verb "saw," but not the subject of the main verb "be short," and therefore does not carry the subject marker. Some more examples follow:

111. Oló Joker si:jach gyálkkyuny.
olo Joker si:-j-ch gyalk-k-yu-ny
horse Joker 3/3=name-pl-Subj 3=buck-ss-Aux-Past
The horse named Joker bucked.

112. Baqí hàndáv qwàw-ginyimsávach thabal ba ny'e:kwiny.
baqi handav qwaw-gi-nyimsav(a)-ch thabal
woman 3=pretty hair-Nom-white-Subj peaches
ba ny'-e:-k-wi-ny
us 1/3-give-ss-Aux-Past
The pretty woman with white hair gave us peaches.

113. Misí' qwaw gyul oló va'úlk giyiba:tach mádvikyu.
misi' qwaw gyul olo va'ul-k gi-yiba:t(a)-ch
girl hair long horse 3/3=ride-ss Nom-be=skilled-Subj

mad-vi-k-yu
win-State-ss-Aux

The long haired girl who is a skilled rider is winning.

114. Haygú waksí dem ginyihád gwègihwálach wi: búkal
vo:mk wā́'kyu.

haygu waksi dem gi-nyi-had gwe-gi-hwal(a)-ch

whiteman cattle lots Nom-Poss-pet thing-Nom-dig-Subj

wi: buk-(a)l vo:m-k wa'-k-yu

mountain base-in 3=return-ss 3=live-ss-Aux

The white cattle owner who gardens returned to live
at the foot of the mountain.

4.4.3 Noun Phrases Using the g-Nominalizer

The verb at the end of a noun phrase is frequently prefixed by g-, and often translates into English as an adjective.

115. Nyach waksí giséyya sídam 'ha:myu.

nya-ch waksi gi-sey-ya sid(a)-m '-ha:m-yu

I-Subj cow Nom-brown-Def 3=one-ds 3/1-see-Aux

I see one brown cow.

116. 'Had ginyijimsa:vch viya:mjikyu.

'had gi-nyi-j-msa:v-ch viya:m-j-k-yu

dog Nom-nyi-pl-white-Subj 3=run-pl-ss-Aux

White dogs are running.

4.4.4 Alternatives to Long Noun Phrases

There are other ways of saying these sentences without utilizing verb-based noun phrases. Example 107 above may be restated as follows:

117. Nyach ba: 'u:kyuny; hach qid'u:dkkyuny.
nya-ch ba: 'u:-k-yu-ny ha-ch
I-Subj man 3/1=see-ss-Aux-Past that-Subj
qid'u:dk-k-yu-ny
3=short-ss-Aux-Past
I saw the man; he was short.

This is a very common way to state what would otherwise be a long noun phrase.

PART IV

ELEMENTS OF THE SENTENCE: VERB PHRASES

Chapter I: Verbs of Belonging

1.0 Introduction

A general discussion on the verb classification has been presented in the PART II, Chapter I, Section 5, where we discussed the relationships between verbs and auxiliaries.

The verbs of "belonging" will be discussed in Chapter I to supplement the discussions presented in PART II.

1.1 Verbs of Belonging

Noun forms of clothing items often appear as verbs when we express "(someone) is wearing (something)." The following are the examples of such expressions.

1. bud(a) "hat"
   - a) Nyach búda 'bu:d(v)wi.
     nya-ch bud(a) '-bu:d(-v)-wi
     I-Subj hat 3/1-hat(-Refl)-Aux
     I have a hat on./I am wearing a hat.
   - b) Mach bud mabu:d(v)ngwi.
     ma-ch bud ma-bu:d(-v)-ng-wi
     you-Subj hat 3/2-hat(-Refl)-2-Aux
     You have a hat on.
   - c) Márych bud bu:d(v)kwi.
     Mary-ch bud bu:d(-v)-k-wi
     Mary-Subj hat 3/3=hat(-Refl)-ss-Aux
     Mary is wearing a hat.

2. nyigwáy(ya) "shirt"

a) Nyigwáy 'nyigwa:y(v)wi.

nyigway '-nyigwa:y(-v)-wi

shirt 3/1-shirt(-Refl)-Aux

I have a shirt on.

b) Nyigwáy manyigwa:y(v)ngwi.

nyigway ma-nyigwa:y(-v)-ng-wi

shirt 3/2-shirt(-Refl)-2-Aux

You have a shirt on.

3. mahnyò'-ilíl "boot"

a) Mahnyò'-ilíl 'mahnyo:'ìwi.

mahnyo'-ilil '-mahnyo:-'i-wi

boot 3/1-shoes-now/temporarily-Aux

I have a pair of shoes on now.

b) Mahnyò'-ilíl mahnyo:'ìkwi.

mahnyo'-ilil mahnyo:-'i-k-wi

boot 3/3=shoe-now/temporarily-ss-Aux

He has a pair of shoes on now.

The nouns which follow this pattern include the following:

4. Partial list of verbs of wearing

English	Noun	Verb
jacket	nyigwàyvdé'	nyigwa:yk
long coat	nyigwàydamnálva	nyigwa:yk

rain coat	gwivò:m-nyigwáy(ya)	nyigwa:yk
shoes	mahnyó'	mahnyo:k
belt	gìlgiyóvi	gìlgiyók
tie	hnáki	hnakk
beaded necklace	skùlhnáki/sakù:la-hnáki	hnakk
socks	mahnyò'-gambéy	gambéyk
shawl	sadám	sadámk
gloves	sàlsiyu:di	siyu:dk
ring	sàlgidgó'	sàlgidgo:k
earring	smàdkadiswédi	(di)swédk

1.2 Verbs of Relations

We have listed the kinship terms in PART III, Section 1.1.1 (Kinship Expression). These kinship terms not only occur as nouns but they can be used as verbs as shown below. One's parents (dála "father" and jída "mother"), however, do not take this form of expression. It should be noted that the way these relations can be expressed may vary among the speakers. According to Mrs. Elnora Mapatis, these variations may depend on where the speakers come from, i.e , in which band they have their origin. For example, sentences listed below may include the second person expression ng after the "kinship term." When it appears, it shows one variation represented by Mrs. Elnora Mapatis. Compare the following pair a and b:

a. Mach ma'a:wvngwé?
ma-ch ma(')-a:w-v-ng-we
you-Subj 3/2-grandchild(pl)-Refl-2-Aux=Q
Do you have grandchildren?

b. Mach ma'a:wvwé?
Do you have grandchildren?

5. aw "grandchild (singular)"
a:w "grandchildren (plural)"
Mach ma'a:wvngwé?
ma-ch ma-(')a:w-v-ng-we
you-Subj 3/2-grandchild(pl)-Refl-2-Aux=Q
Do you have grandchildren?/Are you grandchildrened?

---E'e, 'a:wvwi.
e'e '-a:w-v-wi
yes 3/1-grandchild(pl)-Refl-Aux
Yes, I have grandchildren.

6. ko: "one's daughter's child/grandchild"
Mach mako:javngwé?
ma-ch ma-ko:-j(a)-v-ng-we
you-Subj 3/2-grandchild-pl-Refl-2-Aux=Q
Do you have grandchildren?
---E'e, 'ko:javwi.
e'e '-ko:-j(a)-v-wi
yes 3/1-grandchild-pl-Refl-Aux
Yes, I have grandchildren.

7. bi: "female's brother's child/nephew/niece"
Mabi:vé?
ma-bi:-v-e
3/2-nephew-Refl-Q
Do you have a nephew/niece?
---E'e, 'bi:vwi.
e'e '-bi:-v-wi
yes 3/1-nephew-Refl-Aux
Yes, I have a nephew/niece.

8. vche' "male's daughter/daughter"

Mavché'vngwé?

ma-vche'-v-ng-we

3/2-daughter-Refl-2-Aux=Q

Do you have a daughter?

---E'e, 'vché'vwi.

e'e '-vche'-v-wi

yes 1/3-daughter-Refl-Aux

Yes, I have a daughter.

The same expression extends to the marriage; namely, when a man marries a wife, he will use lowe:k (cf. lowá "wife"), and when a woman marries a man, she uses nyahmi:k (cf. nyahmí' "husband").

9. lowá/luwá "wife"

a) Jóhnach Máry lowe:kwi.

John(a)-ch Mary lowe:-k-wi

John-Subj Mary 3/3=wife-ss-Aux

John is married to Mary./John is wifed with Mary.

b) Philch ma mlowe:kwé?

Phil-ch ma m-lowe:-k-we

Phil-Subj you 2/3-wife-ss-Aux=Q

Is Phil married to you?

---E'e, Philch nyilowe:kwi.

e'e Phil-ch nyi-lowe:-k-wi

yes Phil-Subj 1/3-wife-ss-Aux

Yes, Phil is married to me.

10. nyahmí' "husband"

a) Nyach John 'nyahmi:wi.

nya-ch John '-nyahmi:-wi

I-Subj John 3/1-husband-Aux

I am married to John.

b) Mach Bill minyahmi:ngwé?

ma-ch Bill mi-nyahmi:-ng-we

you-Subj Bill 3/2-husband-2-Aux=Q

Are you married to Bill?

---'Ópa, nyach Bill 'nyahmi: 'da'ópwi.

'opa nya-ch Bill '-nyahmi: '-da'op-wi

no I-Subj Bill 3/1-husband 1-Neg-Aux

No, I am not married to Bill.

This marriage expression has two other alternative ways:

11. Nominal Predicate Expression

a) Akída lowa:vchyu.

Akida lowa:-v-ch-yu

Akira 3=wife-Pass-Subj-be

She is Akira's wife.

b) Cíndy nyahmi:vchyu.

Cindy nyahmi:-v-ch-yu

Cindy 3=husband-Pass-Subj-be

He is Cindy's husband.

12. Cíndych Philm dalwáyvkyu.

Cindy-ch Phil-m dalway-v-k-yu

Cindy-Subj Phil-with 3/3=marry-Recip-ss-Aux

Cindy and Phil are married to each other.

1.3 Gwegav'yív-Verbs (Emotive Verbs)

There is a group of verbs which begin with the word wa- (from yu'wáy) "heart." All of them have something to do with the feelings, thinkings or emotions that we may have. What should be noted is that when the person markings appear on these verbs, they do so after the word wa.

13. waha:vk "to be possessive"

a) Mach gwe wamha:vngyu.
ma-ch gwe wa-m-ha:v-ng-yu
you-Subj something wa-3/2-be=possessive-2-Aux
You are possessive (of things).

b) Mach gwe wamha:v va miyúmngyu.
ma-ch gwe wa-m-ha:v va
you-Subj something wa-3/2-be=possessive very
mi-yum-ng-yu
2-be-2-Aux
You are very possessive.

14. wàjijibe:k "to scold"
Nya dálach wànyijijibe:kiny.
nya dala-ch wa-nyi-jijibe:-k-i-ny
my father-Subj wa-1/3-scold-ss-Aux-Past
My father scolded me.

15. walba:k "to believe"

Mach gwe wàlmaba:ngyu.

ma-ch gwe wa-l-ma-ba:-ng-yu

you-Subj something wa-in-2-believe-2-Aux

You believe in things.

16. wami:k "to hate"

Mach bos minyiháda wàmami:ngyu.

ma-ch bos mi-nyi-had-a wa-ma-mi:-ng-yu

you-Subj cat 2-Poss-pet-Def wa-3/2-hate-2-Aux

You hate your cat.

17. wàmiye:k "to be angry"

a) Nyach wàmiye:yu.

nya-ch wa-miye:-yu

I-Subj wa-1=angry-Aux

I am angry.

b) Bos nya nyiháadach wànyimiye:wokwi.

bos nya nyi-had(a)-ch wa-nyi-miye:-wo-k-wi

cat I 1=Poss-pet-Subj wa-1/3-angry-Appl-3s-Aux

My cat makes me mad.

18. wanya:k "to forget"

Mach haygù-gwa:wj wàmnya:ngyu'.

ma-ch haygu-gwa:w-j wa-m-nya:-ng-yu-'

you-Subj whiteman-word-pl wa-3/2-forget-2-Aux-Past

You forgot English.

19. wàsavláyk "to be mean"

a) 'Had nya nyihádach wàsavláykyu.

'had nya nyi-had(a)-ch wa-savlay-k-yu

dog I 1=Poss-pet-Subj wa-3=be=mean-ss-Aux

My dog is mean.

b) 'Had nya nyihádach wànyisavláyyokwi.

'had nya nyi-had(a)-ch wa-nyi-savlay-yo-k-wi

dog I 1=Poss-pet-Subj wa-1/3-be=mean-Appl-ss-Aux

My dog makes me mean.

20. wasi:vk "to think"

a) Nyach ma wànyasi:vyu.

nya-ch ma wa-nya-si:v-yu

I-Subj you wa-2/1-think-Aux

I think of you.

b) Mach ma mlowa:h wàmisi:v miyu:jngyu.

ma-ch ma m-lowa:-h wa-mi-si:v

you-Subj you 2-wife-Dem wa-3/2-think

miyu:-j-ng-yu

always=be-distributive-2-Aux

You always think of your wife.

1.4 Verbs with -*k* and -*m*

1.4.1 Directional Verbs

Some verbs contain within their basic forms one of the directional suffixes -*k* and -*m*. We will list a few examples below. The basic meanings of the suffixes are: -*k* "toward the speaker," and -*m* "away from the speaker."

The verbs *siyé*- and *wi*- can serve to illustrate the use of -k and -m.

1.4.1.1 siyé(:)kk and siyémk "to move toward"

The root siye- may take the suffix -k "toward the speaker," -m "away from the speaker" or -v "somewhere at or around the reference point." Example *a* shows that *siyém* (toward something away from the speaker) is also used as a locational particle, although the glottal stop ['] indicates the trace of the same subject marker -k.

21. a) 'Wa:h siyém' ya:myu.
'wa: siyem-' ya:m-yu
house 1=move=toward-ss 1=go-Aux
I go toward the house.

Examples *b*, *c* and *d* show that the same stem *siyém* is used as a full verb:

b) Vo:k 'wa: siyémkyu.

vo:-k 'wa: siyem-k-yu

3=walk-ss house 3=move=toward-ss-Aux

He walks toward the house.

c) Anbíla siyémkyuny.

anbil-a siyem-k-yu-ny

automobile-Def 3=move=toward-ss-Aux-Past

He went toward the car.

d) Nyihách ba siyémkyu.

nyi-ha-ch ba siyem-k-yu

Dem-that=one-Subj them 3=move=toward-ss-Aux

He went toward them.

Examples e and f use the stem siyék (move toward the speaker) as a full verb:

e) Ba nyisiyékkyuny.

ba nyi-siyek-k-yu-ny

all 1/3-move=toward-ss-Aux-Past

He came toward us.

f) Nya misiyékka!

nya mi-siyek-k-a

me 1/2-move=toward-ss-Imp

Come toward me!

Finally, the examples *g* and *h* show the root *siyé* with the general suffix -*v* "close to the reference point/here/there." Example *g* uses the verb *siyév* and example *h* the verb form *siyáyv*.

g) Nyihách ve siyévkyuny.
nyi-ha-ch ve siye-v-k-yu-ny
nyi-that=one-Subj here 3=move=toward-here/there-ss-Aux-Past
He came toward us.

h) He siyáyvkyuny.
he siyay-v-k-yu-ny
that=way 3=move=toward=pl-here/there-ss-Aux-Past
They went toward that way.

1.4.1.2 wimk and wikk "Verbs of Doing"

The basic element in these verbs is *wí*- "to do." When the directional suffix is added, it specifies the meaning: wi-k-k (do-toward=the=reference-ss) means "to do something to the reference point" and wi-m-k (do-away=from=the=reference-ss) "to start doing something (away from where the reference point is)."

22. Nyu mwíkam 'u:hiyu.
nyu m-wik(a)-m 'u:-hi-yu
that 3/2-do-ds 3/1=see-Irreal-Aux
I (want to) see you do it to me (when in a fight, for example).

23. Nyu wi'k mwi!
nyu wi'-k (i.e., wi-k-k) m-wi
there do-ss 3/2-do=Imp
Do it there! (around here where I am)

24. Nyum wi'k mwi!
nyu-m wi'-k(i.e., wi-k-k) m-wi
that-in do-ss 3/2-do=Imp
Do it that way!

25. Va:m wímkwi.
va:m wim-k-wi
now 3/3=do-ss-Aux
He will start doing it now.

26. He nyiya:mk wímkwi í'ki.
he nyi-ya:m-k wim-k-wi i'-k-i
over=there Sub-3=go-ss 3/3=do-ss-Aux 3=say-ss-Aux
He said he started doing it when he went over there.

27. Nyàvilwi:vam wímaykwi.
nya-vilwi:v(a)-m wim-ay-k-wi
sun-middle-when 3/3=do-Future-ss-Aux
He will start doing it at noon.

Below is a list of other verbs taking -m, -k and -l:

28. Examples

dakk	da-k-k	to throw toward the speaker
damk	da-m-k	to throw from the speaker
e:kk	e:-k-k	to give/receive (toward me)
e:mk	e:-m-k	to send
ha:kk	ha:-k-k	to look this way
ha:mk	ha:-m-k	to look over that way
jibá'kk	jiba'-k-k	to come out toward the speaker
jibámk	jiba-m-k	to climb up some large object/to go out
jiyu:kk	jiyu:-k-k	to send one person/animal toward the speaker
jiyu:mk	jiyu:-m-k	to send one person/animal away; herd
'u:kk	'u:-k-k	to come and see
'u:mk	'u:-m-k	to go and see
va:mk	va:-m-k	to reach destination

(but not *va:kk--the reason being that va(:) seems to be related to "proximal" and is not compatible with the -k "toward the speaker"away from the destination)

ya:mk	ya:-m-k	to go away from the speaker

(but not *ya:kk--the reason being that ya(:) seems to be related to "distal" and is not compatible with the -k "toward the speaker" since the reference point is the speaker)

vo:kk	vo:-k-k	to come home
vo:mk	vo:-m-k	to go home
wikk	wi-k-k	to do to the speaker
wimk	wi-m-k	to do away from the speaker
yakk	ya:-k-k	to lie down (from the standing point)

(but not *yamk)

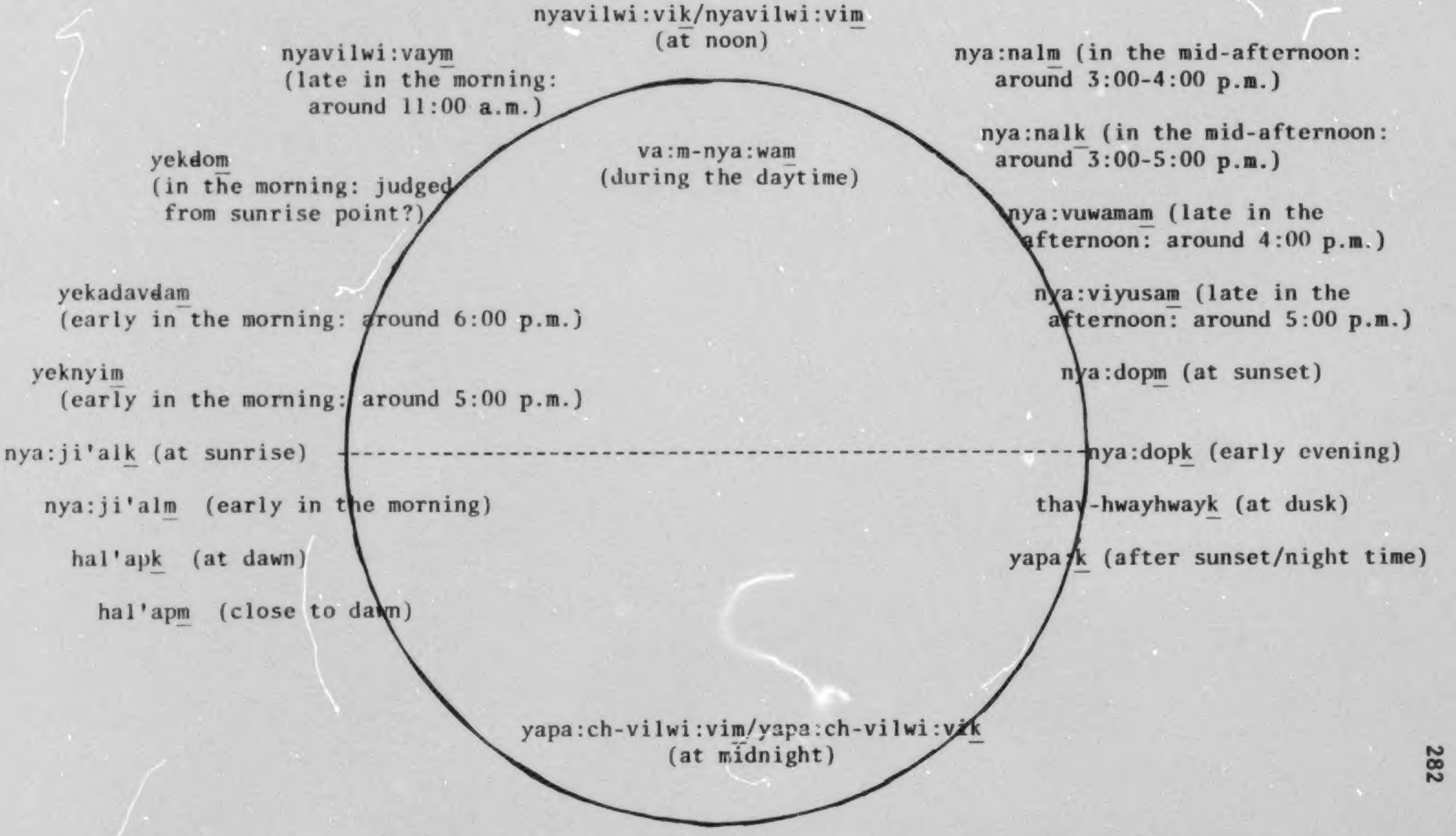
yu:dkk	yu:d-k-k	to come in
yu:dmk	yu:d-m-k	to go in

1.4.2 Time Expressions with -k and -m

Adverbial expressions have -k and -m at the end of them. When we look at the expressions of time that describe the part of the day, we find that the ending is -k if it is at a point of reference in time and -m if it is just before a point of reference in time. For example:

29. hal'ápk at dawn
    hal'ápm close to dawn

Time Expressions with -k and -m


nyavilwi:vik/nyavilwi:vim (at noon)
nyavilwi:vaym (late in the morning: around 11:00 a.m.)
va:m-nya:wam (during the daytime)
yekdom (in the morning: judged from sunrise point?)
yekadavdam (early in the morning: around 6:00 p.m.)
yeknyim (early in the morning: around 5:00 p.m.)
nya:ji'alk (at sunrise)
nya:ji'alm (early in the morning)
hal'apk (at dawn)
hal'apm (close to dawn)
nya:nalm (in the mid-afternoon: around 3:00-4:00 p.m.)
nya:nalk (in the mid-afternoon: around 3:00-5:00 p.m.)
nya:vuwamam (late in the afternoon: around 4:00 p.m.)
nya:viyusam (late in the afternoon: around 5:00 p.m.)
nya:dopm (at sunset)
nya:dopk (early evening)
thay-hwayhwayk (at dusk)
yapa:k (after sunset/night time)
yapa:ch-vilwi:vim/yapa:ch-vilwi:vik (at midnight)

Chapter II: Verb Phrases

2.0 Verbs and Number

In this chapter we will focus our discussions on number in verbs, i.e., whether or not the verb is singular or plural. In Hualapai, the verb changes its form depending on the number of the actor who is doing the action. When just one actor is doing the action, the verb takes the singular form; when two or a few actors are doing the action, the verb takes the paucal form (the term paucal simply refers to two or a few); when many actors are doing things, the verb takes the multiple form (the term multiple means many). There are many different ways that these forms can be constructed in Hualapai. We will present in the following sections those varied ways to express plurality.

In the presentation of the words, the basic form (very often the singular form) is shown first with the number 1), then the paucal form 2), the "one acting on many" 3)a., the "many acting on one" 3)b., the "many acting on many" 4), and finally the reduplicated form as 5). The meaning of the reduplicated form is often "one keeps doing something" or "one always does something." The reduplicated forms are repeated with meanings in Chapter III. In summary, the format of the presentation is as follows:

1) Basic form (Auxiliaries that the form takes)
2) Paucal form (two/a few actors acting on one thing)
3) a. Plural object form (one actor acting on many objects)
   b. Plural subject form (many actors acting on one object or one type of object)
4) Multiple form (many actors acting on many objects)
5) Reduplicated form

When the reduplicated form shows that of the basic form, it usually means that the other forms (2, 3 and 4) can also be reduplicated to produce repeated or habitual actions by the actors involved.

2.1 Plural Suffix -j

The most common way to form the plural form (two/few/many) is by adding the plural suffix -j to the stem of the verb. In the plural form, the stressed vowel is often lengthened.

1. to pass by

1) a:mk (yu)

2)
3) } a:mjk
4)

5) a:mk a:mk

Examples follow:

1) Misí'hch ham a:mkyuny.
The girl passed by there.

2-4) Misi:ch bay ham a:mjkyuny.
Girls passed by there.

5a) Misí'hch ham a:mk a:mkyuny.
The girl passed by one spot there again and again.

5b) Misi:ch ham bay a:mjk a:mjkyuny.
Girls passed by many things there again and again.

2. to roast X in the ground

1) bavk (wi)

2)
3) } ba:vjk
4)

5) ba:vk ba:vk

3. (something) to spill

1) boqk (yu)

2)

3) boqjk

4)

5) boqk boqk

4. to get up

1) da:dk (yu)

2)

3) da:djk

4)

5) da:dk da:dk

5. to shoot (with a stringed tool)

1) dimk (wi)

2)

3) dimjk

4)

5) dimk dimk

6. to grind X with a rock

1) da:k (wi)

2)

3) da:jk

4)

5) da:k da:k

7. to throw X toward the speaker

1) dakk (wi)

2)

3) da:kjk

4)

5) dàk-dákk

8. to bust/break up a small object

1) daqk (wi)

2)

3) daqk

4)

5) dàq-dáqk

9. to follow

1) dinyu:vk (yu/wi)

2)

3) dinyu:vjk

4)

5) dinyu:vk dinyu:vk

10. to shave oneself

1) dis(h)wi:vk (yu/wi)

2)

3) dis(h)wi:vjk
4)
5) dis(h)wi:vk dis(h)wi:vk

11. to make fun of

1) dismiye:k (yu/i)
2)
3) dismiye:jk
4)
5) dismiye:k dismiye:k

12. to tie

1) dithbálk (wi)
2)
3) dithba:ljk
4)
5) dithba:lk dithba:lk

13. to saddle

1) divgáelvik (yu/wi)
2)
3) divgae:lvjk
4)
5)

14. to gamble

1) dó'fik/do:fik (yu/wi)
2) ⎫
3) ⎬ do:fijk
4) ⎭
5) do:fik do:fik

15. to circle dance

1) gahínyk (yu)
2) ⎫
3) ⎬ gahínyjk
4) ⎭
5) gahínyk gahínyk

16. to ask

1) gava:k (yu/wi/i/yi)
2) ⎫
3) ⎬ gava:jk
4) ⎭
5) gava:k gava:k

17. to be stingy

1) ginyík (yu/wi/i)
2) ⎫
3) ⎬ ginyi:jk
4) ⎭
5) ginyík ginyík

18. to follow in foot prints

1) ginyu:k (yu/wi)
2)
3) ginyu:jk
4)
5) ginyu:k ginyu:k

19. to have shoes on wrong feet

1) diyu:mk (wi)
2)
3) diyu:mjk
4)
5) diyù:m-diyú:mk

20. to drive

1) gwa:mk/gowa:mk (wi)
2)
3) gwa:mjk
4)
5) gwà:m-gwá:mk

21. to kill

1) gwank (wi)
2)
3) gwanjk
4)
5) gwank gwank

22. to be sick

1)	gweda:vk	(yu/i)
2)	gweda:vjk	
3)		
4)		
5)	gweda:vk gweda:vk	

23. to be with

1)	gwik	(yu)
2)	gwi:jk	
3)		
4)		
5)	gwi:k gwi:k	

24. to be better/to get best of

1)	gwi:lk	(wi/i)
2)	gwi:ljk	
3)		
4)		
5)	gwì:l-gwí:lk	

25. to be slicked up

1)	gwi'jvk	(yu/wi)
2)	gwí'jvijk	
3)		
4)		

5) gwi'jvk gwi'jvk

26. to see afar

1) ha:mk (yu/wi/i/yi)

2)

3) } ha:mjk

4)

5) ha:mk ha:mk

27. to squat

1) hod'ho:dk (yu)

2)

3) } hod'ho:djk

4)

5) hod'ho:dk hod'ho:dk

28. to swerve

1) hwisvk (yu)

2)

3) } hwisvjk

4)

5) hwisvk hwisvk

29. to step on

1) jagji:k (wi)

2)

3) } jagji:jk

4)

5) jagjì:'-jagjí:k

30. to pour/to play musical instrument

1) ja:k (wi)

2)

3) ja:jk

4)

5) ja:k ja:k

31) for X to fall on someone

1) jamónk (wi)

2)

3) jamónjk

4)

5) jamòn-jamónk

32. to eat up

1) ja:vk (wi)

2)

3) ja:vjk

4)

5) jà:v-já:vk

33. to come out

1) jibá'kk/jiba:kk (yu/i)

2)

3) } jiba:kjk
4)

5) jibà:k-jibá:kk

34. to crawl

1) jidtha:dk (yu)
2)
3) } jidtha:djk
4)
5) jidthà:d-jidthá:dk

35. to crack (nuts)

1) jigákk (wi)
2)
3) } jigákjk
4)
5) jigàk-jigákk

36. to take up for

1) jijyu:vk (wi)
2)
3) } jijyu:vjk
4)
5) jijyu:vk jijyu:vk

37. to climb up (something large)

1) jikbámk (yu)

2)
3) } jikbámjk
4)

5) jikbámk jikbámk

38. to put something on top of X

1) ji:k (wi)

2)
3) } ji:jk
4)

5) ji:k ji:k

39. to rest head on the chest

1) jiqbóbk (wi)

2)
3) } jiqbóbjk
4)

5) jiqbóbk jiqbóbk

40. to let X go

1) jiya:mk (wi/i/yi)

2)
3) } jiya:mjk
4)

5) jiyà:m-jiyá:mk

41. to be off/out

1) machk (yu)
2)
3) ma:chjk
4)
5) machk machk

42. to win

1) madk (wi)
2)
3) madjk
4)
5) madk madk

43. to eat

1) ma:k (wi)
2)
3) ma:jk
4)
5) ma:k ma:k

44. to be scared

1) mise:k (yu)
2)
3) misayjk
4)
5) mise:k mise:k

45. to knead dough

1) mu:dk (wi)
2)
3) } mu:djk
4)
5) mù:d-mú:dk

46. to leave something/someone behind;to stop

1) namákk (wi)
2)
3) } namákjk
4)
5) namà'-namákk

47. to cook

1) nuwi:dk (wi)
2)
3) } nuwi:djk
4)
5) nuwì:d-nuwí:dk

48. to herd

1) nuwílk/niwílk (wi)
2)
3) } nuwíljk
4)

5) nuwìl-nuwílk

49. to be quiet

1) nyáthkik (i)

2)
3) } nyáthkijk
4)

5) nyàthki'-nyáthkik

50. to wear something

1) nyigwa:yk (wi)

2)
3) } nyigwa:yjk
4)

5) nyigwa:yk nyigwa:yk (=to keep wearing the same one)

51. to be old/to be worn out

1) nyi'kwáyk (yu)

2)
3) } nyi'jkwáyk
4)

5)

52. to build fire

1) odúk (wi)

2)
3) } odújk

4)

5) odúk odúk

53. to break

1) qawk (yu/wi)

2)

3) qa:wjk

4)

5) qàw'-qáwk

54. to spur

1) qa'qámk (wi)

2)

3) qa'qámjk

4)

5) qa'qàm-qa'qámk

55. to back up

1) sagwe:k (yu/wi)

2)

3) sagwe:jk

4)

5) sagwè:'-sagwé:k

56. to give a shot

1) sak

2)

3) sajk
4)

5) sak sak

57. to be rotten

1) sahk (yu)
2)
3) sa(:)hjk
4)
5) sàh'-sáhk

58. to put head on a pillow

1) sbukk (wi)
2)
3) sbukjk
4)
5) sbùk-sbúkk

59. to boast/to be proud of/to praise

1) sidávk (wi/i)
2)
3) sidávjk
4)
5) sidávk sidávk

60. to sweep/to brush

1) sijík (wi)

2)
3) sijíjk
4)

5) sijík sijík

61. to peck

1) sijúk (wi)

2)
3) siju:jk
4)

5) sijúk sijúk

62. to roast in fire

1) silk (wi)

2)
3) siljk
4)

5) silk silk

63. to hook

1) silókk (wi)

2)
3) silókjk
4)

5) silòk-silókk

64. to be ignorant

1) sìmiye:k (yu/wi)
2)
3) sìmiye:jk
4)
5)

65. to horn/to poke with horns

1) sinák (wi)
2)
3) sinájk
4)
5) sinák sinák

66. to do again

1) sinyu:vk (yu/wi)
2)
3) sinyu:vjk
4)
5) sinyu:vk sinyu:vk

67. to wait

1) sivó(:)k (yu)
2)
3) sivo:jk
4)
5) sivó(:)k sivó(:)k

68. to faint/to black out/to doze off

1) sma:jivk (yu)

2)
3) } sma:jivijk
4)

5) sma:jiv'-sma:jivk

69. to lose/to miss someone

1) sme:k (yu)

2)
3) } sme:jk
4)

5) sme:k sme:k

70. to braid

1) snavk (wi)

2)
3) } snavjk
4)

5) snavk snavk

71. to know

1) spo'k/spohk (yu/wi/i)

2)
3) } spo:jk
4)

5) spo'k spo'k

72. to glance over/to search at a distance

1) su:dk (yu)
2)
3) su:djk
4)
5) su:dk su:dk

73. to mess up

1) su:lk (wi)
2)
3) su:ljk
4)
5) su:lk su:lk

74. to sing

1) swa:dk (yu/i)
2)
3) swa:djk
4)
5) swa:dk swa:dk

75. to like/to love

1) swalk (yu)
2)
3) swaljk

4)

5) swalk swalk

76. to take off (clothes)

1) tu:yk (wi)

2)
3) tu:yjk
4)

5) tu:yk tu:yk

77. to borrow

1) tham'ák (wi)

2)
3) tham'ájk
4)

5)

78. to wring out

1) thigwi:k (wi)

2)
3) thigwi:jk
4)

5) thigwi:k thigwi:k

79. to make full of small holes

1) thuvdúy'ok (wi)

2)

3) } thuvdúyjok
4) }

5)

80. to get up

1) vada:dk

2) }
3) } vada:djk
4) }

5) vada:dk vada:dk

81. to open mouth wide

1) viláwk (yu)

2) }
3) } vila:wjk
4) }

5)

82. to carry in something

1) vine:k (wi)

2) }
3) } vine:jk
4) }

5) vine:k vine:k

83. to keep up with

1) viya:k (yu/wi)

2)
3) viya:jk
4)

5) viya:k viya:k

84. to stay right in

1) vowák (yu)

2)
3) vowa:jk
4)

5)

85. to stab with a knife

1) v'qamk (wi)

2)
3) v'qamjk
4)

5) v'qamk v'qamk

86. to be possessive

1) waha:vk (yu/wi/i)

2)
3) waha:vjk
4)

5) waha:vk waha:vk

87. to steal

1) wàhiyo:vk (wi)

2)

3) wàhiyo:vjk

4)

5) wàhiyo(:)vk wàhiyo:vk

88. to believe falsely in X

1) walba:k (yu/wi)

2)

3) walba:jk

4)

5) walba:k walba:k

89. (many) to take someone along

1) wa:mk (wi)

2)

3) wa:mjik

4)

5) wa:m-wa:mk

90. to forget

1) wanya:k (yu)

2)

3) wanya:jk

4)

5) wanya:k wanya:k

91. to carry something light

1) yigók (wi)
2)
3) } yigójk
4)
5) yigók yigók

92. to dance

1) yimák (yu)
2)
3) } yimájk
4)
5) yimák yimák

93. to be new

1) yimúk (yu)
2)
3) } yijmújk
4)
5) yimúk yimúk

94. to get

1) yo:k (wi)
2)
3) } yo:jk
4)

5) yo:k yo:k

95. to go out and get X

1) yomk (wi)
2)
3) yo:mjk
4)
5) yomk yomk

96. to vomit

1) yo:qk (yu)
2)
3) yo:qjk
4)
5) yo:qk yo:qk

97. to fool

1) yù'dismiyáyk (yu/wi)
2)
3) yù'dismiyáyjk
4)
5) yù'dismiyáyk yù'dismiyáyk

2.2 Reduplication and -*j*

This class of verbs has the causative prefix *d*- or *j*- as part of its stem. The paucal form (two/few) is constructed simply by adding the plural suffix -*j* to the stem. The multiple form is made by reduplicating the original causative prefix of the paucal form (thus, resulting in the form *dad*...*jk* or *jij*...*jk*).

What should be noted, especially compared with the following category (Section 2.3 below), is the other plural form: the form with the reduplicated prefix but not with the plural suffix (i.e., *dad*...*k* or *jij*...*k*).

This plural form *does* *not* refer to the plural actor, but rather to the plural objects. For example, da'amk "to cover with a lid" becomes *dad'a:mk* to mean "one actor is covering many things with lids." When we look at the verbs in the next category, the processes themselves are almost identical, but the meanings show interesting differences.

When a basic verb in the category in the next section (2.3) is changed to *dad*...*k* or *jij*...*k*, the form refers to the "*plural* actors doing *one* thing" rather than the "*singular* actor doing *many* things."

1. to burn

1)	dabílk	(wi)
2)	dabíljk	(two/few) to burn
3)	dadbi:lk	(one) to burn many
4)	dadbi:ljk	(many) to burn many
5)	dabìl-dabílk	

Examples follow:

1) Jósiech i' dabílkwi.

Josie is burning the wood.

2) Jósiech Jorigínem i' dabíljkwi.

Josie and Jorigine are burning the wood.

3) Jósiech gwèjaláy nyuwí dadbi:lkwi.

Josie is burning lots of trash.

4) Ba:jach gwèjaláy nyuwí dadbi:ljkwi.

People are burning lots of trash.

5a) Jósiech i' dabì:l-dabí:lkwi.

Josie is burning the wood again and again.

5b) Ba:jach aha:nyu dabìl-dabíljkwi.

People are burning the (same) cotton-wood again and again.

5c) Ba:jach gwèjaláy nyuwí dadbì:l-dadbí:ljkwi.

People are burning lots of trash again and again.

2. to wet

1) dabúlk (wi)
2) dabúljk
3) dadbu:lk
4) dadbu:ljk
5) dabúlk dabúlk

3. to smoke/to make smoke

1) dagwádk (yu/wi)
2) dagwádjk

3) dadwa:dk

4) dadgwa:djk

5) dagwàd-dagwádk

4. to hide

1) dahódk (wi)

2) dahódjk

3) dadho:dk

4) dadho:djk

5) dahòd-dahódk

5. to make something big to be flat

1) dalápk (wi)

2) dalápjk

3) dadlápk

4) dadlápjk

5) dalàp-dalápk

6. to burst

1) dalúthk (wi)

2) dalúthjk

3) dadlu:thk

4) dadlu:thjk

5) dalùth-dalúthk

7. to be burst

1) dalúthvk (yu)

2) dalúthvjk

3) dadlu:thvk

4) dadlu:thvjk

5) dalúthvk dalúthvk

8. to erase/to bury

1) damádk (wi/i)

2) dama:djk

3) didma:dk

4) didma:djk

5)

9. to scratch

1) damo:k (wi)

2) damo:jk

3) dadmo:k

4) dadmo:jk

5) damò:-damó:k

10. to poke (cavity of animate object)/to poke inanimate object

1) dani:lk (wi)

2) dani:ljk

3) dadni:lk

4) dadni:ljk

5) danì:l-daní:lk

11. to prolong/to make fun

    1) danyo:mk (wi)
    2) danyo:mjk
    3) dadnyo:mk
    4) dadnyo:mjk
    5) danyò:m-danyó:mk

12. to make something/someone greasy

    1) dase:yk (wi)
    2) dase:yjk
    3) dadse:yk
    4) dadse:yjk
    5) dasè:y-dasé:yk

13. to iron

    1) dathbák (wi)
    2) dathbájk
    3) dadthbák
    4) dadthbájk
    5) dathbà'-dathbák

14. to wash (clothes)

    1) dathgwi:lk (wi)
    2) dathgwi:ljk
    3) didthgwi:lk
    4) didthgwi:ljk
    5) dathgwì:l-dathgwí:lk

15. to choke

1) dawínk (wi)
2) dawínjk
3) dadwínk
4) dadwínjk
5) dawìn-dawínk

16. to turn around something small halfway/completely

1) dayahwín(u)k (wi)
2) dayahwínjk
3) dadyahwín(u)k
4) dadyahwínjk
5) dayahwìn-dayahwín(u)k

17. for someone to turn around halfway/completely

1) dayahwínvk (wi/yu)
2) dayahwínvjk
3) dadyahwínvk
4) dadyahwínvjk
5) dayahwìnv-dayahwínvk

18. to cover with a lid

1) da'ámk (wi)
2) da'ámjk
3) dad'a:mk
4) dad'a:mjk

5) da'àm-da'ámk

19. to cook/to boil

1) da'ólk (wi)

2) da'óljk

3) dad'ólk

4) dad'óljk

5) da'òl-da'ólk

20. to make smelly

1) da'sáhk (wi)

2) da'sáhjk

3) did'sáhk

4) did'sáhjk

5)

21. to spill something

1) dibóqk (wi)

2) dibóqjk

3) didbo:qk

4) didbo:qjk

5) dibóqk dibóqk

22. to mash

1) diláyk (wi)

2) diláyjk

3) didláyk

4) didláyjk

5) didlày-didláyk

23. to turn off/to put off

1) dimáchk (wi)

2) dimáchjk

3) didma:chk

4) didma:chjk

5) dimàch-dimáchk

24. to make into one large bundle

1) dimana:dk

2) dimana:djk

3) didmana:dk

4) didmana:djk

5) dimanà:d-dimaná:dk

25. to write/to take pictures

1) dinyu:dk (wi)

2) dinyu:djk

3) didnyu:dk

4) didnyu:djk

5) dnyù:d-dinyú:dk

26. to bump

1) diqámk (wi)

2) diqámjk

3) didqámk

4) didqámjk

5) diqàm-diqámk

27. to be lopsided

1) disbe:vk (yu)

2) disbe:vjk

3) disbáyvk

4) disbáyvjk

5) didisbáyvjk

28. to tangle

1) disnáyk (wi)

2) disnáyjk

3) didsnáyk

4) didsnáyjk

5) disnày-disnáyk

29. to tie together/to put together

1) disva:lk (wi)

2) disva:ljk

3) didsva:lk

4) didsva:ljk

5) disvà:l-disvá:lk

30. to shave someone/something else

1) diswi:k (wi)

2) diswi:jk
3) didswi:k
4) didswi:jk
5) diswì:-diswí:k

31. to wedge/to jack up/to weigh
    1) dis'ányk (wi)
    2) dis'ányjk
    3) didis'ányk
    4) didis'ányjk
    5) dis'ányk dis'ányk

32. to sharpen
    1) diyo:vk (wi)
    2) diyo:vjk
    3) didyo:vk
    4) didyo:vjk
    5) diyò:v-diyó:vk

33. to point at/to blame
    1) gana:k (yu/wi/i/yi)
    2) gana:jk
    3) gana::k
    4) gijna:jvk
    5) gana:k gana:k

34. to bar/to stop/to block

1) gavgóhk (wi)
2) gavgóhjk
3) gijivgóhk
4) gijivgóhjk
5) gavgòh-gavgóhk

35. to carry something heavy

1) gavnáwk (wi)
2) gavnáwjk
3) gijivna:wk
4) gijvnáwjk
5) gavnàw-gavnáwk

36. to charge/to rush at

1) jibúk (yu/wi/i)
2) jibu:jk
3) jibu:k
4) jijbu:jk
5) jibúk jibúk

37. to kiss

1) jigúk (wi)
2) jigu:jk
3) jijgu:k
4) jijgu:jk
5) jigù-jigúk

38. to put away things

1) jigwák (wi)

2) jigwa:jk

3) jijgwa:k

4) jijgwa:jk

5) jigwák jigwák

39. to kill

1) jigwánk (wi)

2) jigwánjk

3) jijgwánk

4) jijgwánjk

5) jigwánk jigwánk

40. to bite

1) jigyók (wi)

2) jigyo:jk

3) jijgyók

4) jijgyo:jk

5) jigyò-jigyók

41. to whisper

1) jihwáyk (yu/i)

2) jihwáyjk

3) a. jijhwa:yk (one/few) to whisper (to each other)

b. jijhwa:yjk (many persons) to whister (to one another)

4) jijhwa:yvjk (many pairs) to whisper (among each other)

5) jihwáyk jihwáyk

42. to straighten

1) jimìdmídk (wi)

2) jimìdmídjk

3) jijmìdmídk

4) jijmìdmídjk

5) jimìdmìd-jimìdmídk

43. to lay something/someone down

1) jimí(:)k (wi)

2) jimi:jk

3) jijmi:k

4) jijmi:jk

5) jimì:-jimí:k

44. to be pretty/to be handsome

1) jimnék (yu)

2) ?jimne:jk

3) ?jimnáyk

4) jijimnáyk

5)

45. to chew

1) jimnyáyk (wi)

2) jimnyáyjk

3) jijmnya:yk

4) jijmnya:yjk

5) jimnyày-jimnyáyk

46. to jump over something

1) jiqódgk (wi)

2) jiqódgijk

3) jijqódgk

4) jijqódgijk

5) jiqòdg-jiqódgk

47. to jump

1) jiqódk (yu)

2) jiqódjk

3) a. jijqódk (one person) to jump (many times)

b. jijqódjk (many persons) to jump (one time)

4) jijqódvjk

5) jiqódk jiqódk

48. to put face up in the air

1) jisáwk (yu)

2) jisáwjk

3) jijsa:wk

4) jijsa:wjk

5) jisáwk jisáwk

49. to puff out

1) jiŧávk (wi)

2) jiŧávjk

3) jijŧávk

4) jijŧávjk

5) jiŧàv-jiŧávk

50. to soak something in the mouth

1) jithbálk (wi)

2) jithbáljk

3) jijthbálk

4) jijthbáljk

5) jithbàl-jithbálk

51. to wash body/object

1) jithúlk (wi)

2) jithúljk

3) jijthu:lk

4) jijthu:ljk

5) jithùl-jithúlk

52. to blow up

1) jivchu:lk (wi)

2) jivchu:ljk

3) jijvchu:lk

4) jijvchu:ljk

5) jivchù:l-jivchú:lk

53. to put away

1) jiwó(')k (wi)

2) jiwo:jk

3) jijwo:k

4) jijwo:jk

5) jiwò'-jiwó(')k

54. to order

1) jiya:vk (wi)

2) jiya:vjk

3) jijya:vk

4) jijya:jvk

5) jiyà:v-jijyá:vk

55. to put in

1) jiyúdk (wi)

2) jiyúdjk

3) jijyu:dk

4) jijyu:djk

5) jiyùd-jiyúdk

56. to let many go/to herd

1) jiyu:mk (wi)

2) jiyu:mjk

3) jijyu:mk

4) jijyu:mjk

5) jiyù:m-jiyú:mk

57. to look over/to lean over and survey

1) ji'a:lk/ja'a:lk (yu)

2) ji'a:ljk

3) a. jij'a:lk (one person) to look over (many things)

b. jij'a:ljk (many persons) to look over (one thing)

4) jij'a:lvk

5) ji'à:l-ji'á:lk

58. to grind (something crunchy) in the mouth

1) juhu:dk (wi)

2) juhu:djk

3) jijuhu:dk

4) jijuhu:djk

5) juhù:d-juhú:dk

59. to whistle

1) juhúik (yu)

2) juhúijk

3) jijhúik

4) jijhúivjk

5) juhúik juhúik

60. to sign

1) saldili:k (wi)

2) saldili:jk

3) saldidli:k
4) saldidli:jk
5)

61. to poke with a stick

1) sid'ó'k/sid'óhk (wi)
2) sid'ó'jk
3) disd'ó'k
4) disd'ó'jk
5) sid'ó'k sid'ó'k

62. to fix

1) yahánk (wi)
2) yahánjk
3) yijhánk
4) yijhánjk
5) yahánk yahánk

2.3 Reduplication of Part of the Stem

Like the previous category when a verb in this class begins with the causative prefix d- or j-, that prefix is reduplicated to form the multiple (=many) form. [For the paucal (two/few) form, the plural suffix -j is added to the stem of the base form.]

What is different about this class of verbs is that the multiple form produced by the reduplication refers to "many actors doing one thing or plural of one type of activity," while, when the plural suffix is added to the already multiple form, the meaning becomes "many actors are doing many things."

1. to beat up
    1) dagwánk (wi)
    2) dagwánjk (two/few) to beat up someone
    3) dadgwánk (many) to beat up someone
    4) dadgwánjk (many) to beat up many
    5) dagwàn'-dagwánk

2. to chase
    1) dagwi:vk (wi)
    2) dagwi:vjk (two/few) to chase
    3) dadgwi:vk (many) to chase
    4) dadgwi:vjk (many) to chase many
    5) dagwì:v-dagwí:vk

3. for a heavy object to be on something
    1) dalámk (wi)

2) dalámjk

3) dadlámk

4) dadlámjk

5) dalàm-dalámk

4. to suck something hard in the mouth

1) jibóqk (wi)

2) jibóqjk

3) jijbóqk

4) jijbóqjk

5) jibòq-jibóqk

5. to laugh

1) jigwádk (yu/i)

2) jigwádjk

3) jijgwádk

4) jijgwa:dvjk

5) jigwàd-jigwádk

6. to climb up/on something small (including a rock, house, etc.)

1) jikba:k (yu)

2) jikba:jk

3) jijikbák

4) jijikba:jk

5) jikba:k jikba:k

7. to run something

   1) jiv(i)yámk (yu/wi)
   2) jiv(i)yámjk
   3) jijv(i)yámk
   4) jijv(i)yámjk
   5) jiv(i)yàm-jiv(i)yámk

8. to paint

   1) jiyálk (wi)
   2) jiyáljk
   3) jijya:lk
   4) jijya:ljk
   5) jiyàl-jiyálk

2.4 The d- Causative Prefix

When the base form does not contain the causative prefix d-, the multiple (=many) form may be produced by adding the d- causative at the beginning of its root and -j at the end of its stem. The paucal (=two/few) form is made simply by adding the plural suffix -j.

1. to close
    1) sa'ámk (wi)
    2) sa'ámjk
    3) dis'ámjk
    4) dids'ámjk
    5) sa'àm-sa'ámk

2. to soak
    1) sbulk (wi)
    2) sbuljk
    3)
    4) disbúljk
    5)

3. to wear a shawl
    1) sidámk (wi)
    2) sidámjk
    3)
    4) disdámjk
    5) sidàm'-sidámk

4. to poke with a stick

    1) sid'ó'k/sid'óhk (wi)
    2)
    3) disd'ó'jk
    4)
    5) sid'ó'k sid'ó'k

5. to pull by the hair

    1) sijók (wi)
    2) sijójk
    3) disjo:k (many persons) to pull one person by the hair
    4) didsjójk
    5) sijók sijók

6. to repeat

    1) sinyu:k (wi)
    2) sinyu:jk
    3) disnyújk (many persons) to repeat one thing
    4) didsnyújk
    5) sinyu:k sinyu:k

7. to make (someone/thing) alive

    1) siyabe:k (wi)
    2) siyabe:jk
    3) disiyabe:jk (many persons) to make (someone/something) alive
    4) didsiyabe:jk

5)

8. to turn (a large object) around completely

1) siyahwínuk (wi)

2) siyahwi:njk

3) disiyahwi:njk (many persons) to turn (a large object) around completely

4) didsiyahwi:njk

5) siyahwínuk siyahwínuk

9. to separate

1) si'vu:kk (wi)

2) si'vu:kjk

3) disi'vu:kk (many persons) to separate one

4) didsi'vu:kjk

5) si'vù:k-si'vú:kk

10. to peel

1) sqwa:nk (wi)

2) sqwa:njk

3) disqwa:njk (many persons) to peel one thing

4) didsqwa:njk

5) sqwa:nk sqwa:nk

11. to shatter/to break/to crack

1) thigómk/thiqómk (wi)

2) thigómjk

3) dithgómjk (many persons) to shatter one thing

4) didthgómjk

5) thigómk thigómk

Exceptions to this group include the verbs sahák and siják:

12. to hang

1) sahák (wi)

2) dishájk (two/few) to hang

3) sahájk (many persons) to hang (one person)/ (one person) to hang (many persons)

4) didshájk (many persons) to hang (many persons)

5)

13. to make a stand

1) siják (wi)

2) disjájk (two/few) to make a stand

3) sijájk (many persons) to make a stand

4) disjájk (many persons) to make many stands

5) siják siják

When the verb is composed of two or more words one of which is the verb-root, the causative prefix d- appears right before the verb-root.

14. to wash hair

1) hathbúyk (yu)

2) hathbúyjk

3)

4) hadithbúyjk

5)

15. to sign

1) sàldili:k (wi)

2) sàldili:jk (two/few) to sign

3) sàldidli:k (one person) to sign on many things

4) sàldidli:jk (many persons) to sign on many things

5) sàldilì:-sàldilí:k

2.4.1 The j- Causative Prefix

Some verbs take the j- causative prefix and the plural suffix -j for the multiple (=many) form:

1. to point at

1) gana:k (yu/wi/i/yi)

2) gana:jk (two/few/many) to point at

3) gana::k (one person) to point at many things

4) gijna:jvk (many persons) to point at many/each other

5) gana:k gana:k

2. to bar/to stop/to block

1) gavgóhk (wi)

2) gavgóhjk

3) gijivgóhk (one person) to block many things

4) gijivgóhjk

5) gavgòh-gavgóhk

3. to carry something heavy

1) gavnáwk (wi)

2) gavnáwjk

3) gijivnáwk (one person) to carry many heavy things

4)

5) gavnáw-gavnáwk

4.a) (for an inanimate object) to be old/to be worn out

1) nyi'kwáyk (yu/i)

2)
3) } nyi'j(i)kwáyk
4)

5)

Compare this verb with the following:

4.b) to wear

1) nyigwáyk (wi)

2)
3) } nyigwáyjk
4)

5) nyigwáyk nyigwáyk

5. to sew

1) vanámk (wi)

2) vanámjk

3) vijnámk (many persons) to sew one thing

4) vijnámjk

5) vanámk vanámk

6. to take along/to lead

1) vinyi:k (wi)

2) vinyi:jk

3) vijnyi:k (many persons) to take along one

4) vijnyi:jk

5) vinyi:k vinyi:k

7. to watch

1) viso:k (yu)

2) viso:jk

3) vijso:k (many persons) to watch one thing

4) vijso:jk

5) viso:k viso:k

8. to hate/to dislike

1) wami:k (yu/wi/i/yi)

2) wami:jk

3) wajmi:vk (many persons) to hate one

4) wajmi:jvk

5) wami:k wami:k

9. to fix

1) yahánk (wi)

2) yahánjk

3) yijhánk (one person) to fix many things

4) yijhánjk

5) yahánk yahánk

10. to be new

1) yimúk (yu)

2)
3) } yijmújk
4)

5) yimúk yimúk

2.5 Vowel Length

For two or few actors doing the action, the vowel of the base form is lengthened. The plural (=many) form takes additional plural suffix -j at the end of the stem.

1. to dig
   1) hwalk (wi)
   2) hwa:lk
   3) hwa:ljk
   4) hwa:ljk (i.e., same as 3)
   5) hwàl-hwálk

2. to fall down
   1) mank (yu/i)
   2) ma:nk
   3) ma:njik
   4) ma:njik (i.e., same as 3)
   5) mank mank

3. to get up from lying
   1) man(a)k (yu/wi/i/yi)
   2) ma:n(a)k
   3) ma:n(a)jik
   4) ma:n(a)jik (i.e., same as 3)
   5) man(a)k man(a)k

2.6 Length and -j

We will list only a few examples for this category. These verbs show the following characteristics: a) when paucal (=two/few), the plural suffix -j is added to the stem, b) when one subject is acting on the multiple objects, the vowel of the stem is lengthened, and c) when the subject and object are multiple (=many), in addition to the plural suffix the stressed vowel of the stem is lengthened.

1. to tie something large
    1) gilgyók (wi)
    2) gilgyójk
    3) gilgyo:k
    4) gilgyo:jk
    5) gilgyò-gilgyók

2. to be torn
    1) lelk (wi)
    2) leljk
    3) le:lk
    4) le:ljk
    5) lèl-lélk

3. to call out by the name
    1) (mi)sik (i)
    2) (mi)sijk
    3) (mi)si:k
    4) (mi)si:jk
    5) (mi)sì-(mi)sík

2.7 Vowel Change

The base form of the verbs in this class has the stressed vowel e:. When it is made into dual (=two), the plural suffix -j is added at the end of the stem. When paucal (=two/few), the vowel e: changes into ay or a:y without the plural suffix -j. When multiple (=many), the plural suffix is added to the paucal form, or the causative suffix of the paucal form is reduplicated.

1. for one person to play

1)		de:vk	(yu/i)
2)	a.	de:vjk	(two persons) to play
	b.	dayk	(two/few) to play
3)			
4)		dayjk	(many) to play
5)		dè:v-dé(:)vk	

2. to turn over something

1)		dagwe:kk	(wi)
2)	a.	dagwe:kjk	(two persons) to turn over something
	b.	dagwáykk	(two/few persons) to turn over something
3)		dadgwe:kk	(one person) to turn over many things
4)		dadgwáyjk	(many persons) to turn over many things
5)			

3. to make (something/someone) fat

1)	dase:k	(wi)
2)	a. dase:jk	(two persons) to make something fat
	b. dasa:yk	(two/few persons) to make something fat
3)		
4)	dadsa:yk	(many persons) to make many fat
5)	dasè:-dasé:k	

4. to uncover a blanket

1)	jigwe:kk	(wi)
2)	jigwe:jkk	(two persons) to uncover a blanket
3)		
4)	jijgwáykk	(many persons) to uncover many blankets
5)	jigwe:k-jigwe:kk	

5. to swim

1)	halde:vk	(yu)
2)	a. ha(:)lde:vjk	(two persons) to swim
	b. haldáyk	(two/few persons) to swim
3)		
4)	haldáyjk	(many persons) to swim
5)	haldè:v-dé:vk	

6. to be alive

1)	yabe:k	(yu)

2)	a.	yabe:jk	(two persons) to be alive
	b.	yabáyk	(two/few persons) to be alive
3)			
4)		yaba:yk	(many persons) to be alive

2.8 Suffixes -j and -v

The regular plural suffix -j is added to the paucal (=two/few) form, and the suffix alternates with the other plural suffix -v for the multiple plural (=many) meaning. The -v suffix, however, is not simply "plural," but also carries the meaning of reciprocity (i.e., each other).

1. to meet
    - 1) gavgáwk (wi)
    - 2) gavgáwjk
    - 3)
    - 4) gijgáwvk
    - 5) gavgàw-gavgáwk

2. to talk
    - 1) gwa:wk (yu/i)
    - 2) gwa:wjk
    - 3)
    - 4) gwa:wvk
    - 5) gwa:wk gwa:wk

3. to insult
    - 1) hnuk (yu/wi)
    - 2) hnujk
    - 3)
    - 4) hnu:vk
    - 5) hnu:k hnu(:)k

4. to smell

1) hwik (yu/wi)

2) hwijk

3)

4) hwi:vk

5) hwi:k hwi(:)k

5. to be crimped/to be stooped

1) qamónyk (yu)

2) qamo:nyjk

3)

4) qamo:nyvk

5) qamòny'-qamónyk

Slightly different processes can be seen in the verbs gichqíchk and mi:k. In the verb "to tickle" (6 below), the vowel is lengthened for the paucal (=two/few) form, then the plural suffix -j is added to make it to mean "for many persons to tickle one person," and finally the plural suffix -j is changed to -v to mean "for many persons to tickle many persons/each other."

6. to tickle

1) gichqíchk/qichqíchk (wi)

2) gichqi:chk (two/few) to tickle someone

3) gichqi:chjk (many) to tickle someone

4) gichqi:chvk (many) to tickle each other

5) gichqì:ch-gichqí:chk

The verb "to cry" (7 below) takes the plural suffix -j for the paucal (=two/few) meaning, and to form the multiple meaning (=many) the suffix -v is added after the plural suffix -j.

7. to cry

1) mi:k (yu/i)

2) mi:jk

3)

4) mi:jvk

5) mi:k mi:k

2.9 Special Forms

The verb "to stand" changes its form completely, and so does the verb "to sit." When the singular form changes completely to form the plural form, these are called the *suppletives*.

1. to stand

1)	skwi:k	(yu)
2)	daskwi:k	(two) to stand
3)	gige:vk	(few/more) to stand
4)	a. gijgáeyvk	(several/more) to stand
	b. gigáeyvk	(lots) to stand
5)	skwi:k skwi:k	

2. to sit/to live

1)	wa'k/wa:k	(yu)
2)	ba:yk	(two) to sit together
3)	wayó'k	(few/more) to sit together
4)	wayo:k	(many) to sit together
5)	wa'k wa:k	

The verb "to look quickly" forms its general plural form by adding -*vj*. (Compare this with the verb "to cry" in the previous section.)

3. to look quickly

1)	viyádk	(yu)
2) 3)	viyád*vj*k	

4)

5)

Finally the verb "to go" shows an interesting change. The paucal (=two/few) form is made simply by adding the plural suffix -*j* to the stem. The multiple form, however, is made by placing the plural suffix before the final consonant of the stem as if -*j* is the infix.

4. to go

1)	ya:mk	(yu)
2)	be:mk	(two) to go
3)	ya:mjk	(few/more) to go
4)	ya:jmk	(many) to go
5)	ya:mk ya:mk	

2.10 Reduplication of the Stem

The most common way to express the repeated action or constant action is by repeating the whole verb stem. The specific meaning of such repetition depends on the nature of the verb itself, but in general the meaning is "always Verbing," "keep Verbing" or "Verb one after another." There are several ways these verbs may be formed: 1) the verb stem plus the same-subject marker is repeated (e.g., mi:k mi:k "keep crying"); 2) when the plural subject is indicated, the second in the repeated stems includes the plural suffix (e.g., mi:k mi:j̲k "(plural subjects) keep crying"); 3) the same-subject marker of the first stem may be replaced by the glottal stop (e.g., jigù'-jigúk "keep kissing/kiss one after another"); or 4) the same-subject marker of the first stem may be dropped and the resulting form is almost like a compound verb (e.g., damò:-damó:k "keep scratching").

às'-ásk	keep nodding
bò:q'-bó:qk	keep spilling
buk buk	keep storing
de:vk de:vk	keep playing
dimsì'-dimsík	be bouncing something small
dìw'-díwk	do small wiggling
dadhà:d'-dadhá:dk	keep working
dagwàd'-dagwádk	keep smoking
dake:k dake:k	keep changing
dalàp'lápk	be flatten out
dalày'láyk	keep mashing
dàps'-dápsk	keep slapping

dàth'-dáthk	be making pecking sounds
da'ámk da'ámk	keep covered
da'òl'-da'ólk	be always cooking
didwínk didwínk	keep massaging
dige:k dige:k	keep pushing
dinyù:d'-dinyú:dk	keep writing
dinyu:vk dinyu:vk	keep following
diyahwínk diyahwínk	keep turning X over
diyahwínvk diyahwínvk	keep turning oneself
dùl'-dúlk	keep rolling over
e:k e:k	keep giving
e:vk e:vk	keep hearing
gàl'-gálk	be cranking/be rattling
gana:k gana:k	keep pointing
gana:vk gana:vk	keep telling
gi'nyányk gi'nyányk	be bouncing at the same spot
gòl'-gólk	be shaking
gwa:mk gwa:mk	keep driving
gwawk gwawk	keep talking (a short time)
gwà:w'-gwá:wk	keep talking (a long time)
gweda:vk gweda:vk	be always sick
gwe nye:'nye:k	be always hunting
gwi:k gwi:k	be always cloudy
ha:mk ha:mk	keep looking (at a distance)
hlù:v'-hlú:vk	keep burning (and spreading)
hòd'-hó:dk	be squatting
hwalk hwalk	keep digging

ìd'-ídk	be standing/(a small thing) keep standing upright
ja:k ja:k	keep pouring (in different containers)
ja:wvk ja:wvk	(more than one) keep fighting
jibàm'bá:mk	continue patting
jigàk'-jigákk	keep cracking
jigwàd'-jigwádk	keep laughing
jigwík jigwík	keep asking
jihwáyk jihwáyk	keep whispering
jik jik	keep halting
jimàn'mánvk	be making temper tantrums
jimìd'mídk	keep straightening
jimnyáyk jimnyáyk	keep chewing
jìny'-jíny'k	be feeling piercing pain
jiqòd'-jiqódk	be constantly jumping
jitàv'-jitávk	be constantly clasping between lips
jithùl'thú:lk	be washing hard
jithùl'-jithúlk	keep repeating washing
jo:vk jo:vk	(one person) keep fighting
làp'-lápk	be flat
làth'-láthk	be popping
lèb'-lébk	be flapping
lìd'-lí:dk	repeat running (e.g., motor)
lìms'-límsk	be perking
lìw'-líwk	be wiggling
lù:th'-lú:thk	be bursting
ma:k ma:k	keep eating
mi:k mi:k	keep crying

qàkv'-qákvik	keep splitting/cracking
qàm'-qá:mk	keep pounding
qamsk qamsk	keep mixing
qa'qàm'-qa'qámk	keep spurring
qìch'-qíchk	be tickling
sàw'-sáwk	keep jerking
sa'ámk sa'ámk	keep being locked/closed in
saèq'-saéqk	keep whipping
sgwink sgwink	keep turning knobs
sì:d'-sí:dk	keep reading
sigè'-sigék	be staggering
sijík sijík	keep combing/sweeping
sijók sijók	keep pulling (hair)
silòk'-silókk	keep being hooked
si'ìd'-si'ídk	keep swaggering/feel throbbing pain
skwi:k skwi:k	keep standing
sma:k sma:k	keep sleeping
swà:d'-swá:dk	keep singing
thi:k thi:k	keep drinking
ùy'-úyk	keep sobbing
va:k va:k	keep coming (to a same place)/ keep coming/traveling
vinyi:k vinyi:k	keep leading by the hand
viyámk viyámk	keep running
vo:k vo:k	keep walking
wasi:vk wasi:vk	keep thinking.
wayù:'yú:k	voice anger all the time

wa'k wa:k	keep sitting
wi:k wi:k	keep doing
yà:d'-yá:dk	(many things) keep flying
yahánk yahánk	keep fixing
yak yak	keep laying
ya:mk ya:mk	always keep going
yawìl'-yawílik	be getting worse
yimák yimák	keep dancing
yo:k yo:k	keep getting
yo:vk yo:vk	keep making
yu:k yu:k	keep a same state
'u:k 'u:k	keep seeing (a same thing)

Chapter III: Verbal Affixes

A verb in a sentence is never a simple form in Hualapai as we have seen in the preceding parts. The verb is marked by a person marker at the beginning as a prefix, and it is marked by one of the auxiliary verbs at the end. In addition to these essential added parts, we find many other elements that can be added at the beginning of the basic form of the verb (i.e., verb root). These added elements are usually referred to as "affixes." Those affixes that come before a verb root are called "prefixes," and those attached to the end of a verb root are called "suffixes."

3.0 Prefixes

3.1 Person Markers

Each verb in the sentence must be marked with a person prefix which indicates 1) who is doing the action (i.e., the first person, the second person or the third person), and 2) who (the subject) is doing to whom/what (the object). We have presented the discussions on person markers in PART III, Chapter II, Section 2.2 (Personal Pronouns as Verbal Prefixes). For the convenience of the readers, we will repeat the summary charts here.

A. Person Markers in Intransitive Sentences

Subject	1 ("I")	2 ("you")	3 ("he/she/it")
	'- or 0-	m-	θ

The second person prefix *m-* may take several forms with a vowel after it for the ease of pronunciations: e.g., ma-, mi- or mu-.

B. Person Markers in Transitive Sentences

Object/Subject	2/1	3/1	1/2	3/2	1/3	2/3	3/3
Singular Object	ny-	'- or 0-	'm- or m-	m-	ny-	m-	0-
Plural Object	ba ny-	ba '- or ba 0-	ba 'm- or ba m-	ba m-	ba ny-	ba m-	ba 0-

3.2 Causative Prefixes

Many verbs in Hualapai are formed by adding one of the causative prefixes. Some of the verbs cannot be analyzed into the causative prefix plus root (e.g., dathbák "to iron (something)"), but the original function of such prefixes may be inferred. The causative prefix changes the meaning of the original verb into "*make* someone/something *do*..." or "*cause* someone/something to *do*...." It is also interesting to note that among the causative suffixes *d-* and *j-* are most commonly used and they can be repeated at the beginning of the verb to produce plural forms of the verb (see PART IV, Chapter II). For example, the basic form of the verb "to be fat" is *se:k*. The causative prefix *da-* is added to form "to make someone/something fat" *dase:k*. Then the prefix is reduplicated to form *dadsa:yk* "(many people) to make many persons/things fat." Another example with *j-* is shown below:

1.	gwank	to kill
	jigwánk	to kill
	jijgwánk	to kill many things

The following sections include a short list of verbs which are formed by adding some causative prefix.

3.2.1 The d- Causative (=general causative)

2.	amvk	to be covered
	da'ámk	to cover with a lid

3.	boqk	to be spilled
	dibóqk	to spill
4.	bulk	to be wet
	dabúlk	to wet something
5.	gowe:kk	to be made turn back
	dag(o)we:kk	to turn something over
6.	gwank	to kill
	dagwánk	to beat up to death
7.	lapk	to be flat
	dalápk	to make something flat
8.	lu:thk	to be burst
	dalúthk	to burst
9.	luthvk	to be burst
	dalúthk	to burst
10.	machk	to be off
	dimáchk	to put something out/off
11.	nyo:mk	to be prolonged
	danyo:mk	to prolong

12.	nyu:dk	to be spotted/to have marks
	dinyu:dk	to write
13.	sahk	to be stinky
	da'sáhk	to make something smelly
14.	se:k	to be fat
	dase:k	to make fat
15.	se:yk	to be greasy
	dase:yk	to make greasy
16.	sináyvk	to be tangled
	disnáyk	to tangle
17.	siva:lvk	to be tied
	disva:lk	to tie together
18.	yo:vk	to be sharp
	diyo:vk	to sharpen

3.2.2 The j- Causative (=quantity change)

19.	gwank	to kill
	jigwánk	to kill

	cf. dagwánk	to beat up to death
20.	mank	to fall
	jamánk	to fall
21.	midmídk	to be straight
	jìmidmídk	to straighten (crooked things)
22.	sawk	to have one's face up in the air
	jisáwk	to put face up in the air
23.	viyámk	to run
	jiv(i)yámk	to make something run
24.	wa'k	to be there
	jiwá'k	to put there
25.	ya:dk	to fly
	jiya:dk	to make fly
26.	ya:mk	to go away
	jiya:mk	to let one thing go
27.	yu:mk	to be next
	jiyu:mk	to make many go

28.	yuwk	to come here
	jiyúwk	to make come/to send
29	'gowékvik	to be backward
	jig(o)we:kk	to uncover blanket
	cf. dag(o)we:kk	to turn over

3.2.3 The v- Causative (=movement change (by pressure))

30.	gowa:mk	to drive
	vogwa:mk	to make drive
31.	lawk	to have one's mouth open
	valáwk	to open one's mouth
32.	lelk	to be torn
	valélk	to tear
33.	ya:mk	to go away
	viya:mk	to make go/to run
34.	yu:dk	to be a spy
	viyu:dk	to spy

3.2.4 The s- Causative (=cause by hand)

35.	bulk	to be wet
	sbulk	to soak
36.	diyahwínvk	to turn oneself around
	siyahwínvk	to turn (a large object) around
37.	yabe:k	to be alive
	siyabe:k	to make something alive

3.2.5 The ya- Causative (=quality change)

38.	hank	to be tamed
	yahánk	to make something tamed
39.	hank	to be fixed
	yahánk	to fix something
40.	hank	to feel good
	wày'yahánk	to make someone feel good

3.2.6 The g- Causative (=duality, with partner(s))

41.	dayk	(many) to play
	gadáyk	to play a game

42. hwakk	to be two
gahwákk	to put two together

3.3 Suffixes

In Hualapai there are a variety of suffixes with a variety of functions, and we will discuss only the major ones in this volume. These suffixes may have a certain order in which each of them must occur in relation to each other. Whenever appropriate, the order is stated in each section.

3.3.1 Directional Marker -k, -m and -l

Some verbs incorporate one of the directional suffixes (-k, -m or -l) and form a new verb with the meaning of the suffix:

43.	u:k	to see
	u:kk	to come and see
	u:mk	to go and see

For more discussions, readers are directed to see PART IV, Chapter I, Section 1.4.

3.3.2 Plural Marker -j

Some of the verbs change the shapes to form plural meanings and some verbs are pluralized just by adding the plural suffixe -j. For the discussions, see PART IV, Chapter II (Verbs and Number).

3.3.3 Expressions of "also"

There are several ways to express the notion of "also" depending on what that "also" refers to (e.g., the subject or the action/state).

3.3.3.1 The Suffix -*ny'*, -*nyu* or -*nya* "also"

The suffix -*ny* (-*nya*, -*nyu*) appears after the verb stem or after the plural suffix -*j*, and it refers to the subject indicating that someone else is doing X and the subject *too* is doing it.

44. Nyach gwe ma:ny(a)wi.
nya-ch gwe ma:-ny(a)-wi
I-Subj something 3/1=eat-also-Aux
I am also eating.

45. Nyach gwe ma:ny'aywi.
nya-ch gwe ma:-ny'-ay-wi
I-Subj something 3/1=eat-also-Future-Aux
I am also going to eat.

46. Gwe ma:jny'aywi.
gwe ma:-j-ny'-ay-wi
something 3/1=eat-pl-also-Future-Aux
We are also going to eat.

47. Gwe ma:jnyuyaywi.
gwe ma:-j-nyu-y-ay-wi
something 3/1=eat-pl-also-again-Future-Aux
We are also going to eat again.

48. Misí'hch 'háda nyigadóhm hmányach 'hádva i'vm a:vnyukwiny.

misi'-h-ch 'had-a nyi-gadoh-m hmany(a)-ch

girl-Dem-Subj dog-Def Sub-3/3=kick-ds boy-Subj

'had-va i'-v-m a:v-nyu-k-wi-ny

dog-Dem stick-Dem-with 3/3=hit-also-ss-Aux-Past

The girl kicked a dog and the boy also hit the dog with a stick.

49. Jeanch ya:mny'aykyu.

Jean-ch ya:m-ny'-ay-k-yu

Jean-Subj 3=go-also-Future-ss-Aux

Jean is also going.

50. Rhiánnonch de:vny'aykyu.

Rhiannon-ch de:v-ny'-ay-k-yu

Rhiannon-Subj 3=play-also-Future-ss-Aux

Rhiannon is also going to play.

51. Philch gwev'u:li va'úlny'aykwi.

Phil-ch gwev'u:li va'ul-ny'-ay-k-wi

Phil-Subj bicycle 3/3=ride-also-Future-ss-Aux

Phil is also going to ride the bicycle.

3.3.3.2 -ny' gwádvk "also/same as"

As we have pointed out in the previous section, -ny' refers back to the actor and says "the actor too," while the verbal gwadvk "be similar/be same as/be also" refers to the action of the subject. The verb always follows the -ny' suffix. For brevity's sake, gwadvk is glossed as "too."

52. Kimch mi:ny' gwádvkiny.

Kim-ch mi:-ny' gwadv-k-i-ny

Kim-Subj 3=cry-also too-ss-Aux-Past

Kim also cried too.

53. Anbíl gowa:m' spo'ny' gwádvyu.

anbil gowa:m-' spo'-ny' gwadv-yu

automobile 3/1=drive-ss 3/1=know-also too-Aux

I also know how to drive a car too.

54. Rhiánnonch de:vnyu gwádvaykyu.

Rhiannon-ch de:v-nyu gwadv-ay-k-yu

Rhiannon-Subj 3=play-also too-Future-ss-Aux

Rhiannon also is going to play too.

55. Jóhnach gwe nye:k nyiyiba:dam Billch gwe nye:k
yiba:dny' gwádvkyu.

John(a)-ch gwe nye:-k nyi-yiba:d(a)-m

John-Subj something 3/3=hunt-ss Sub-3/3=be=good=at-ds

Bill-ch gwe nye:-k yiba:d-ny'

Bill-Subj something 3/3=hunt-ss 3/3=be=good=at-also

gwadv-k-yu

too-ss-Aux

John is good at hunting, and Bill also is good at hunting too.

56. Mach gwe midinyu:d' miyibádnyu gwádvangyu.

ma-ch gwe mi-dinyu:d-' mi-yibad-nyu

you-Subj something 3/2-write-ss 3/2-be=mastered-also

gwadv(a)-ng-yu

too-2-Aux

You also know how to write too.

57. Mach mide:vny' gwádvayngyu.

ma-ch mi-de:v-ny' gwadv-ay-ng-yu

you-Subj 2-play-also too-Future-2-Aux

You are also going to play too.

3.3.4 -*m*(-*i*) "to start (momentarily/shortly)"

The suffix -*mi* or -*m* may be added to the stem when we express "start doing something" or "finally doing something." See discussions on *mi*/*me* in the Interrogative Section (PART II, Chapter II, Section 2.2.1.5).

58. Miya:m*mi*ya!

mi-ya:m-m-i-y-a

2-go-start-momentarily-again-Imp

Start going again!

59. Muviyám*mi*ya!

mu-viyam-m-i-y-a

2-run-start-momentarily-again-Imp

Start running again!

60. Jiv midinyu:dma!

jiv mi-dinyu:d-m-a

get=ready 3/2-write-start-Imp

Start getting ready to write!

61. Nyihách sma:mkyumò.

nyi-ha-ch sma:-m-k-yu-mo

nyi-that=one-Subj 3=sleep-finally-ss-Aux-Dubitative

He might be finally sleeping.

62. Nyihách he' dathgwi:lmkwiny.

nyi-ha-ch he' dathgwi:l-m-k-wi-ny

nyi-that=one-Subj dress 3/3=wash-finally-ss-Aux-Past

She finally washed the dress.

When the other suffixes appear with the -m suffix, we need to be careful about where to place it in relation to others. When the future marker -ay occurs, the "start" suffix appears before it. When the plural marker -j appears, -m must also precede it, i.e., -m-j-ay in this order.

63. He' dathgwi:lmaykwi.

he' dathgwi:l-m-ay-k-wi

dress 3/3=wash-start-Future-ss-Aux

She is going to start washing the dress./She is finally going to wash the dress.

64. He' dathgwi:lmjaykwi.

he' dathgwi:l-m-j-ay-k-wi

dress 3/3=wash-start-pl-Future-ss-Aux

They are going to start washing the dress./They are finally going to wash the dress.

65. Nyihách hwálmaykwi.

nyi-ha-ch hwal-m-ay-k-wi

nyi-that=one-Subj 3/3=dig-start-Future-ss-Aux

He is going to start digging it.

66. Nyihách nya dálam hwákak máda hwálmjaykwi.

nyi-ha-ch nya dala-m hwak(a)-k mad-a

nyi-that=one-Subj my father-with 3=two-ss ground-Def

hwal-m-j-ay-k-wi

3/3=dig-start-pl-Future-ss-Aux

He and my father are going to start digging the ground.

67. Nya jídach gwe nuwi:dmkwiny.

nya jida-ch gwe nuwi:d-m-k-wi-ny

my mother-Subj something 3/3=cook-start-ss-Aux-Past

My mother started cooking.

3.3.5 -'ì or sometimes -'à "all of a sudden/momentarily/
voluntarily/by itself"

68. Joe búdach ya:d'ìkyu.
Joe bud(a)-ch ya:d-'i-k-yu
Joe hat-Subj 3=fly-suddenly-ss-Aux
Joe's hat flew away.

69. Jibáych viya:d'ìkyu.
jibay-ch viya:d-'i-k-yu
bird-Subj 3=fly-suddenly-ss-Aux
The bird flew away.

70. Jóhnach viya:m'ìkyuny.
John(a)-ch viya:m-'i-k-yu-ny
John-Subj 3=run-suddenly/momentarily-ss-Aux-Past
John ran a short distance.

71. Badáych ja:d'ìkiny.
baday-ch ja:d-'i-k-i-ny
old-man-Subj 3=yell-suddenly-ss-Aux-Past
The old man yelled.

72. Márych vija:d'ìkiny.
Mary-ch vija:d-'i-k-i-ny
Mary-Subj 3=shout-suddenly-ss-Aux-Past
Mary shouted.

Some verbs are inherently instantaneous and the sudden-suffix -'ì seems an integral part of the verbs. For example, see sentences 68 through 72. When the suffix is added to other verbs, the specific interpretation depends on the nature of the verbs. The verb viyámk "to run" becomes to mean "to run a short distance and stop, then run again" when -'ì is added (see sentences 74 and 75).

Other verbs with -'ì (or -i) as part of their basic forms include:

73.	hlúvik	to start burning
	hlúvkik	to run away
	hlu:vik	to be burning
	ja:dik	to yell
	juhúik	to whistle

Note that when the suffix is incorporated as part of the basic form, the suffix receives secondary stress or sometimes weak stress and the glottal stop may be deleted.

74. Jósiech viyám'ìm yu:jkyu.
Josie-ch viyam-'i-m yu:-j-k-yu
Josie-Subj 3=run-momentarily always=be-distributive-ss-Aux
Josie sometimes runs (short distances).

75. Márych mí'ìm i:jiki.
Mary-ch mi-'i-m i:-j(i)-k-i
Mary-Subj 3=cry-momentarily-ds say-distributive-ss-Aux

Mary weeps momentarily once in a while, i.e.,Mary sometimes weeps for a short time.

76. Hach vak va:'ìkyuny.

ha-ch va-k va:-'i-k-yu-ny

that=one-Subj here-at 3=come=here-momentarily-ss-Aux-Past

He came here for a short while.

There is a very similar suffix -y which indicates the repeated action "again." We will present it in the next section.

3.3.6 -y "again"

Compare the again-suffix -y with the momentarily-suffix -'ì, especially paying attention to the relative order in which they can appear in the verb phrase.

77. a) Nyach yimáyayyu.

nya-ch yima-y-ay-yu

I-Subj 1=dance-again-Future-Aux

I will dance again.

b) Nyach yimá'ìayyu.

I will dance a short dance./I will dance a little while.

c) Nyach yimá'ìyayyu.

nya-ch yima-'i-y-ay-yu

I-Subj 1=dance-shortly-again-Future-Aux

I will dance a short dance again./I will dance a little while again.

78. a) Yimájy̲ayyu.

yima-j-y-ay-yu

1=dance-pl-again-Future-Aux

We will dance again.

b) Yimá'̲ì̲jy̲ayyu.

yima-'i-j-y-ay-yu

1=dance-shortly-pl-again-Future-Aux

We will dance a short dance again./We will dance a little while again.

79. a) Mach miswa:djy̲ayngi.

ma-ch mi-swa:d-j-y-ay-ng-i

you-Subj 2-sing-pl-again-Future-2-Aux

You all are going to sing again.

b) Mach miswa:d'̲ì̲jy̲ayngi.

ma-ch mi-swa:d-'i-j-y-ay-ng-i

you-Subj 2-sing-shortly-pl-again-Future-2-Aux

You all are going to sing a short song again./You are going to sing a little while again.

More examples of the "again" expression follows:

80. Nya qwa:wjiva jithúljyaywi.

nya qwa:w-j(i)-v-a jithul-j-y-ay-wi

I hair-pl-Dem-Def 3/1=wash-pl-again-Future-Aux

We will wash our hair again.

81. Bay sidámvk yimájyayyu.
bay sidam-v-k yima-j-y-ay-yu
all 1=shawl-Refl-ss 1=dance-pl-again-Future-Aux
We are all going to put shawls and dance again.

82. Bay sàlmidili:jiyayngwi.
bay sal-mi-dili:-j(i)-y-ay-ng-wi
all hand-3/2-mark-pl-again-Future-2-Aux
You all are going to sign it again.

83. Ba:jach ya:mk gwe nye:jiyaykwi.
ba:-j(a)-ch ya:m-k gwe nye:-j(i)-y-ay-k-wi
man-pl-Subj 3=go-ss things 3/3=hunt-pl-again-ss-Aux
The men are going to go hunting again.

84. Ba:jach ya:mk gwe nye:'ìjiyaykwi.
ba:-j(a)-ch ya:m-k gwe nye:-'i-j(i)-y-ay-k-wi
man-pl-Subj 3=go-ss things 3/3=hunt-shortly-pl-again-
Future-ss-Aux
The men are going to go on a short hunt again.

3.3.7 Applicative Suffixes -o, -wo and -yo

When this suffix is added to the verb stem, it allows an extra noun phrase to be used in the sentence. The meaning becomes "to make someone do..." or "to do something for someone." This use of the suffix is usually referred to as "applicative."

The form -o appears after a consonant-ending verb stem, -yo after a verb stem ending in the glide y, and in all other environments -wo appears.

85. a) Malíndach swa:dki.
Malinda-ch swa:d-k-i
Malinda-Subj 3=sing-ss-Aux
Malinda is singing.
b) Malíndach nyiswa:doki.
Malinda-ch nyi-swa:d-o-k-i
Malinda-Subj 1/3-sing-Appl-ss-Aux
Malinda is singing for me.

86. a) Nyach diye:yuny.
nya-ch diye:-yu-ny
I-Subj 1=be=happy-Aux-Past
I was happy.
b) Nyach Mary diye:wowiny.
nya-ch Mary diye:-wo-wi-ny
I-Subj Mary 3/1=be=happy-Appl-Aux-Past
I made Mary happy.

87. a) Nyach wàyala:yyuny.
nya-ch wayala:y-yu-ny
I-Subj 1=be=angry-Aux-Past
I was angry.

b) Nyach John wàyala:yyowiny.

nya-ch John wayala:y-yo-wi-ny

I-Subj John 3/1=be=angry-Appl-Aux-Past

I made John angry.

More examples follow:

88. Nyach he'v nyiyo:vowiny.

nya-ch he'-v nyi-yo:v-o-wi-ny

I-Subj dress-Dem 2/1-make-Appl-Aux-Past

I made the dress for you.

89. Nya jídach he' nyiyo:vokwiny.

nya jida-ch he' nyi-yo:v-o-k-wi-ny

my mother-Subj dress 1/3-make-Appl-ss-Aux-Past

My mother made a dress for me.

90. Nya jídach ma he' nyiyo:voym winy.

nya jida-ch ma he' nyi-yo:v-o-y-m

my mother-Subj you dress 1/3-make-Appl-Future-ds

wi-ny

3/1=do-Past

My mother made me make your dress./My mother made me make a dress for you.

91. Jeanch ba maswa:doyki.
Jean-ch ba ma-swa:d-o-y-k-i
Jean-Subj all 2/3-sing-Appl-Future-ss-Aux
Jean will sing for you all.

As seen in sentence 92, the future suffix -(a)y follows the applicative suffix. The plural suffix -j will precede the applicative suffix as in sentence 93:

92. Jeanch Jorigínem hwakk ba maswa:djoyki.
Jean-ch Jorigine-m hwak-k ba ma-swa:d-j-o-y-k-i
Jean-Subj Forigine-with 3=two-ss all 2/3-sing-pl-Appl-
Future-ss-Aux
Jean and Jorigine will sing for you all.

When the again-suffix is present, it follows the plural suffix but precedes the applicative suffix as in 94 below:

93. Jeanch Jorigínem hwakk ba maswa:djiyoyki.
Jean-ch Jorigine-m hwak-k ba
Jean-Subj Jorigine-with 3=two-ss all
ma-swa:d-j(i)-y-o-y-k-i
2/3-sing-pl-again-Appl-Future-ss-Aux
Jean and Jorigine will sing for you all again.

94. Gak nya mimi:wo mdé!
gak nya mi-mi:-wo m-de
Neg I 1/2-cry-Appl 2-Neg=Imp
Don't make me cry!

95. Gak nya midadaha:do mdé!
gak nya mi-dadaha:d-o m-de
Neg I 1/2-work-Appl 2-Neg=Imp
Don't make me work!

3.3.8 -*yò* "do something when not supposed to"

The suffix -*yò* may appear after the verb stem or after the plural marking -*j*. This suffix, however, does not occur with the again-suffix -*'ì*, the future suffix -*ay* or -*hi*.

96. a) Hach sma:kyuny.
ha-ch sma:-k-yu-ny
that=one-Subj 3=sleep-ss-Aux-Past
He slept.

b) Hach sma:*yò*kyuny.
He slept when he was not supposed to.

97. a) Nya jídach gwede: nya wi: we jiwó'kwiny.
nya jida-ch gwede: nya wi: we
my mother-Subj doll I 3/1=own there(far away)
jiwo'-k-wi-ny
3/3=put=away-ss-Aux-Past

My mother put my doll away there.

b) Nya jídach gwede: nya wi: we jiwóyòkwiny.

My mother put my doll away there when she was not supposed to.

98. a) Hma:nyach jigwádjki.

hma:ny(a)-ch jigwad-j-k-i

children-Subj 3=laugh-pl-ss-Aux

The children are laughing.

b) Hma:nyach jigwádjiyòki.

The children are laughing when they are not supposed to.

99. a) bos nya nyihádach le:lkwiny.

bos nya nyi-had(a)-ch le:l-k-wi-ny

cat I 1=Poss-pet-Subj 3/3=tear-ss-Aux-Past

My cat tore it.

b) Bos nya nyihádach le:lyòkwiny.

My cat tore it when she was not supposed to.

100. a) 'Had nya nyihádach nyidagwi:vkwi.

'had nya nyi-had(a)-ch nyi-dagwi:v-k-wi

dog I 1=Poss-pet-Subj 1/3-chase-ss-Aux

My dog is chasing me.

b) 'Had nya nyihádach nyidagwi:viyòkwi.

My dog is chasing me when he is not supposed to.

101. a) Hma:nyach jijgwádkiny.

hma:ny(a)-ch jijgwad-k-i-ny

children-Subj 3=many=laugh-ss-Aux-Past

Children laughed.

b) Hma:nyach jijgwádyòkiny.

Children laughed when they were not supposed to.

102. a) Nyihách wáyyi jiyálkwi.

nyi-ha-ch   wayyi jiyal-k-wi

nyi-that=one-Subj chair 3/3=paint-ss-Aux

He is painting the chair.

b) Nyihách wáyyi jiyályòkwi.

He is painting the chair when he is not supposed to.

103. a) Nyihájich gwe đinyu:djkwi.

nyi-ha-j(i)-ch   gwe   đinyu:d-j-k-wi

nyi-that=one-pl-Subj something 3/3=write-pl-ss-Aux

They are writing.

b) Nyihájich gwe đinyu:jyòkwi.

They are writing when they are not supposed to.

3.3.9 Irrealis -hi and Future -ay

There seems to be an interesting interaction between the two suffixes: Irrealis -hi and Future -ay. Some verbs do not take -hi while some others do not take -ay. Furthermore, when the suffix -hi can occur, the again-suffix -y may not co-occur with -hi; instead, the future suffix replaces the irrealis -hi, thus becoming -yay "be going to...again."

104. a) Nyach sma:hiyu.
nya-ch sma:-hi-yu
I-Subj 3=sleep-Irreal-Aux
I am going to sleep.
b) *Nyach sma:ayyu.
c) *Nyach sma:yhiyu.
d) Nyach sma:yayyu.

105. a) Malíndach vo:hikyu.
Malinda-ch vo:-hi-k-yu
Malinda-Subj 3=walk-Irreal-ss-Aux
Malinda is going to walk.
b) *Malíndach vo:aykyu.
c) *Malíndach vo:yhikyu.
c) Malíndach vo:yaykyu.

106. a) Jósiech yimáhikyu.
Josie-ch yima-hi-k-yu
Josie-Subj 3=dance-Irreal-ss-Aux
Josie is going to dance.
b) *Jósiech yimá'aykyu.
c) *Jósiech yimáyhikyu.
d) Jósiech yimáyaykyu.

107. a) Olóch 'ha: thi:hikwi.

olo-ch 'ha: thi:-hi-k-wi

horse-Subj water 3/3=drink-Irreal-ss-Aux

The horse is going to drink the water.

b) *Olóch 'ha: thi:aykwi.

c) *Olóch 'ha: thi:yhikwi.

d) Olóch 'ha: thi:yaykwi.

108. a) *Jóhnach Banyà:nyuwá ya:mhikyu.

b) Jóhnach Banyà:nyuwá ya:maykyu.

John(a)-ch Banya:nyuwa ya:m-ay-k-yu

John-Subj Phoenix 3=go-Future-ss-Aux

John is going to go to Phoenix.

c) *Jóhnach Banyà:nyuwá ya:myhikyu.

d) Jóhnach Banyà:nyuwá ya:myaykyu.

109. a) *Nya dálach dadaha:dhikyu.

b) Nya dálach dadaha:daykyu.

nya dala-ch dadaha:d-ay-k-yu

my father-Subj 3=work-Future-ss-Aux

My father is going to work.

c) *Nya dálach dadaha:dyhikyu.

d) Nya dálach dadaha:dyaykyu.

110. a) *Nya jídach swa:dhiki.

b) Nya jídach swa:dayki.

nya jida-ch swa:d-ay-k-i

my mother-Subj 3=sing-Future-ss-Aux

My mother is going to sing.

c) *Nya jídach swa:dyhiki.

d) Nya jídach swa:dyayki.

111. a) *Nyihách Hwalbáy gwa:whiki.

b) Nyihách Hwalbáy gwa:wayki.

nyi-ha-ch Hwalbay gwa:w-ay-k-i

nyi-that=one-Subj Hualapai 3/3=speak-Future-ss-Aux

He is going to speak Hualapai.

c) *Nyihách Hwalbáy gwa:wyhiki.

d) Nyihách Hwalbáy gwa:wyayki.

The following lists show verbs which can take -hi (List 113) and those which can take -ay (List 114).

112. -hi

a)	damo:k	to scratch
b)	dathbák	to iron
c)	diswí'k	to shave someone
d)	diswi:k	to shave some one (animal)
e)	gilgyók	to tie something large
f)	jibúk	to charge
g)	jigúk	to kiss
h)	jigyo:k	to bite
i)	jimi:k	to lay something down
j)	jiwó'k	to put away

k)	wa'k	to sit

113. -ay

a)	da'ámk	to cover with a lid
b)	dabílk	to burn
c)	dabúlk	to wet something
d)	dagwádk	to smoke
e)	dahódk	to hide
f)	damáchk	to put something out/off
g)	dase:yk	to make something greasy
h)	dawínk	to choke
i)	gaga:vk	to buy
j)	ya:mk	to go

An examination of the two lists of verbs above show us the following:

i) There is a basic difference in meaning between -hi and -ay. The suffix -hi indicates more immediate future and, more importantly, an event which is sure to occur. The suffix -hi is most commonly translated as "be going to" or "be about to." The suffix -ay is more general in its meaning, i.e., it may indicate some immediate future event or a general future event. The most commonly used translation is "will" or "be going to."

ii) The conditions for the occurrence or non-occurrence of these suffixes seem phonological rather than semantic. When the verb ends in a vowel, short or long, the suffix -hi seems to occur, while when the verb ends in any consonant, the suffix -ay seems to occur.

iii) When the again-suffix -y is used in a future sentence, the suffix -ay rather than -hi occurs. Again this seems so because of the phonological reason.

3.3.10 The Reciprocal Suffix -v/b "each other"

This suffix, when added to the verb stem, means "(to) each other" and often is referred to as the "reciprocal" suffix. Note that some speakers make distinctions between b and v: the bilabial b is used to indicate that two persons are doing something to each other, while the labio-dental v is used for many people to do something to each other.

114. Nyihách jijqámbikyu.

nyi-ha-ch jijqam-bi-k-yu

nyi-that=one-Subj 3/3=hit=with=fist-Recip-ss-Aux

They hit each other with their fists./They are hitting each other with their fists.

115. Cíndych Jorigínem hwakk gwa:wvikyu.

Cindy-ch Jorigine-m hwak-k gwa:w-vi-k-yu

Cindy-Subj Jorigine-with 3=two-ss 3/3=talk-Recip-ss-Aux

Cindy and Jorigine are talking to each other.

The following is the list of some examples of verbs with the reciprocal suffix:

116. a) Jijgwádvikyu. They are laughing at each other.

b) Bidnyu:dvkyu. They are taking pictures of each other.

c) Jij'ú'bkyu. They (=two) are looking at each other.

d) Jij'ú'jvikyu. They (=lots) are looking at one another.

e) Hathbúyvkyu. They (=two) are washing each other's hair.

f) Wamí'bkyu. They (=two) dislike each other.

g) Wajmí'jvikyu. They (=lots) dislike one another.

h) Sijúthvijkyu. They (=lots) are tattooing each other.

3.3.11 The Reflexive Suffix -v

When some act is done to the subject himself, e.g., to shave oneself, as opposed to shaving someone else, the term *reflexive* is used. The Hualapai language has the suffix that does just this. For example, the verb *dawínk* means "to choke someone," and when the reflexive suffix is added to make *dawínvk*, it becomes to mean "to choke oneself"; *dayahwínk* "to turn something around" → *dayahwinvk* "to turn oneself around"; *jigyok* "to bite" → *jigyovk* "to bite oneself"; *wami:k* "to hate" → *wami:vk* "to hate oneself," etc.

117. Jóhnach nyisál'm wi'h jiqám yi'd gak nahmídva da'ópkyuny.

John(a)-ch nyi-sal'-m wi'-h jiqam yi'd

John-Subj his-hand-with rock-Dem 3/3=hit but

gak nahmid-v-a da'op-k-yu-ny

Neg 3/3=hurt-Refl-Def 3=Neg-ss-Aux-Past

John hit the rock with his fist, but did not hurt himself.

118. Nya nyahmi:ch yék'dam diswi:v̲ miyu:jikyu.

nya nyahmi:-ch yek'dam diswi:-v

my husband-Subj early=in=the=morning 3/3=shave-Refl

miyu:-j(i)-k-yu

always=be-distributive-ss-Aux

My husband shaves early in the morning.

119. Bósach dadamo:v̲kyu.

bos(a)-ch dadamo:-v-k-yu

cat-Subj 3/3=repeat=scratch-Refl-ss-Aux

The cat is scratching itself.

120. Philch yevm jijiyálv̲kyuny.

Phil-ch ye-v-m ji-jiyal-v-k-yu-ny

Phil-Subj that=one-Dem-to 3/3=cause-paint-Refl-ss-Aux-Past

Phil painted himself.

121. Nya misí'hch ba:b gijihiyánydik jigáedv̲kyuny.

nya misi'-h-ch ba:b gijihiyany-di-k

my daughter-Dem-Subj potatoes 3/3=peel-Temp-ss

jigaed-v-k-yu-ny

3/3=cut-Refl-ss-Aux-Past

My daughter was peeling potatoes and cut herself.

122. Qwa:q nye:dik jamk gae:vkyuny.

qwa:q nye:-di-k jam-k gae:-v-k-yu-ny

deer=pl 3/3=hunt-Temp-ss 3/3=miss-ss 3/3=shoot-Refl-ss-Aux-Past

When he was hunting deer, he missed it and shot himself.

123. Nya Hwalbáyvchyu.

nya Hwalbay-v-ch-yu

I Hualapai-Refl-Subj-be

I am a Hualapai myself (i.e., -v adds emphasis).

When there is only one noun phrase in the sentence, the reflexive suffix -v means that the subject is in a state resulting from the action of the verb.

124. Gwesgwídvich disnáyvkyu.

gwesgwid-v(i)-ch disnay-v-k-yu

rope-Dem-Subj 3=tangle-State-ss-Aux

125. Gwèda'ólich da'ámvkyu.

gweda'oli-ch da'am-v-k-yu

pot-Subj 3=cover=with=lid-State-ss-Aux

The pot is covered.

126. Nya qwawch sijívikyu.

nya qwaw-ch siji-v(i)-k-yu

my hair-Subj 3=comb-State-ss-Aux

My hair is combed.

127. Hanbáchach vaháchvkyu.
hanbach(a)-ch vahach-v-k-yu
snow-Subj 3=melt-State-ss-Aux
The snow is melted.

128. John gwèviyám nyigwáy nyiwi:hach qáwvokyuny.
John gweviyam nyigway nyi-wi:-ha-ch
John car 3=be=old Sub-3/3=own-Dem-Subj
qaw-v-o-k-yu-ny
3=break-State-Evid-ss-Aux-Past
John's old car was broken (and I saw it).

129. Jithúlviyuny.
jithul-v(i)-yu-ny
1=wash-State-Aux-Past
I took a bath./I am bathed./I am clean.

3.3.12 Past Tense Suffix -*ny*

The suffix -*ny* is sometimes referred to as the *perfective* or *past tense* suffix. This appears at the end of a sentence.

130. Nyach waksí nuwilwíny.
nya-ch waksi nuwil-wi-ny
I-Subj cow 3/1=herd-Aux-Past
I herded the cattle.

131. Nyach wáyyi jiyálwiny.
nya-ch wayyi jiyal-wi-ny
I-Subj chair 3/1=paint-Aux-Past
I was painting the chair.

132. Nyach he' dathgwi:lwiny.
nya-ch he' dathgwi:l-wi-ny
I-Subj dress 3/1=wash-Aux-Past
I was washing the dress.

133. Jóhnach nya misí' dismiye:kiny.
John(a)-ch nya misi' dismiye:-k-i-ny
John-Subj my daughter 3/3=make=fun=of-ss-Aux-Past
John made fun of my daughter.

134. Jóhnach nyisálam wi'h jiqámkwiny.
John(a)-ch nyi-sal(a)-m wi'-h jiqam-k-wi-ny
John-Subj his-hand-with rock-Dem 3/3=hit-ss-Aux-Past
John hit the rock with his fist.

135. Qéchim gwe ma:'àk gwe ma:'àdak ja:vwiny.
qech(i)-m gwe ma:-'a-k gwe
be=little-ds something 3/1=eat-momentarily-ss something
ma:-'a-da-k ja:v-wi-ny
3/1=eat-finally/again-Temp-ss 3/1=eat=up-Aux-Past
I ate little by little and finished it/ate it up.

3.3.13 Evidential Markers: -o and -w

When the speaker has witnessed some event and reports it to the hearer, he adds the evidential suffix -o to the verb form.

136. a) Jóhnach sma:kyuny.
John(a)-ch sma:-k-yu-ny
John-Subj 3=sleep-ss-Aux-Past
John slept.
b) Jóhnach sma:kyunyo.
(I witnessed that) John was asleep.

137. a) Jóhnach gwe ma:kwiny.
John(a)-ch gwe ma:-k-wi-ny
John-Subj something 3/3=eat-ss-Aux-Past
John ate something.
b) Jóhnach gwe ma:kwinyo.
(I witnessed that) John ate.

138. a) Jóhnach i' jigáedkwiny.
John(a)-ch i' jigaed-k-wi-ny
John-Subj wood 3/3=chop-ss-Aux-Past
John chopped the wood.
b) Jóhnach i' jigáedkwinyo.
(I witnessed that) John chopped the wood.

139. a) Jóhnach swa:dkiny.

John(a)-ch swa:d-k-i-ny

John-Subj 3=sing-ss-Aux-Past

John sang.

b) Jóhnach swa:dkinyo.

(I witnessed that) John sang.

Note that this final evidential suffix always follows the past tense marker -ny which is usually the last element of the sentence. The combined suffix -nyo may appear in the irrealis sentence as well:

140. a) Jóhnach sma:hikyuny.

John(a)-ch sma:-hi-k-yu-ny

John-Subj 3=sleep-Irreal-ss-Aux-Past

John was about to go to sleep.

b) Jóhnach sma:hikyunyo.

(When I left him, I saw that) John was about to go to sleep.

141. a) Jóhnach sálam gwe ma:hikwiny.

John(a)-ch sal(a)-m gwe ma:-hi-k-wi-ny

John-Subj hand-with thing 3/3=eat-Irreal-ss-Aux-Past

John was about to eat with his hands.

b) Jóhnach sálam gwe ma:hikwinyo.

(When I left him, I saw that) John was about to eat with his hands.

When the speaker has not actually witnessed the event, but has deduced the occurrence from some other evidence (e.g., some trace of the event such as some left-over food on the table, the wrinkled sheet on the bed, etc.; hearing the noise that sounds like someone playing; smelling something being cooked; and so on), the speaker may use the evidential marker -*o* *just* *before* the same subject marker -*k*:

142. Jóhnach i' jigáed*o*kwiny.

John(a)-ch i' jigaed-o-k-wi-ny

John-Subj wood 3/3=chop-Evid-ss-Aux-Past

(I have an evidence--such as a pile of woods--that shows that) John chopped the wood.

143. Jóhnach 'wa:hm a:m*o*kyuny.

John(a)-ch 'wa:-h-m a:m-o-k-yu-ny

John-Subj house-Dem-by 3=go=by-Evid-ss-Aux-Past

(I have an evidence--such as his footprints--that shows that) John went by the house.

On the other hand, the speaker may use the evidential marker -*w* or -*aw* right before the same-subject marker either when he has actually witnessed an event or when he can deduce the occurrence of the event from some other source.

144. Marych mi:*w*kiny.

May-ch mi:-w-k-i-ny

Mary-Subj 3=cry-Evid-ss-Aux-Past

(I actually saw or I have some other evidence--such as traces of tears on her cheeks--that shows that) Mary cried.

145. Jóhnach sma:w̲kyuny.

John(a)-ch sma:-w-k-yu-ny

John-Subj 3=sleep-Evid-ss-Aux-Past

(I have actually witnessed or I have some other evidence
that) John slept.

146. Jóhnach sálam gwe ma:w̲kwiny.

John(a)-ch sal(a)-m gwe ma:-w-k-wi-ny

John-Subj hand-with thing 3/3=eat-Evid-ss-Aux-Past

(I have actually witnessed or I have some other evidence
that) John ate with his hands.

147. Jóhnach Hwalbáy gwa:wa̲w̲kiny.

John(a)-ch Hwalbay gwa:w-aw-k-i-ny

John-Subj Hualapai 3/3=speak-Evid-ss-Aux-Past

(I have actually witnessed or I have some other evidence
that shows that) John spoke Hualapai.

Some verbs, however, cannot take the evidential marker -a̲(̲w̲)̲, but can take only -o̲ before the same-subject marker. In such a case, the interpretation is either the speaker has actually witnessed the event or he has deduced from some other source.

148. Jóhnach swa:do̲kiny.

(I have actually witnessed or I have some other evidence
that shows that) John sang.

When the speaker is/was right there at an event and talking to someone, he simply states that event using a sentence without the evidential marker:

149. a) Jóhnach sma:kyu.
John(a)-ch sma:-k-yu
John-Subj 3=sleep-ss-Aux
John is sleeping.

b) Jóhnach sma:kyuny.
John was sleeping.

150. a) Jóhnach sálam gwe ma:kwi.
John(a)-ch sal(a)-m gwe ma:-k-wi
John-Subj hand-with thing 3/3=eat-ss-Aux
John is eating with his hands.

b) Jóhnach sálam gwe ma:kwiny.
John was eating with his hands.

151. a) Jóhnach swa:dki.
John(a)-ch swa:d-k-i
John-Subj 3=sing-ss-Aux
John is singing.

b) Jóhnach swa:dkiny.
John was singing.

The differences between these evidential markers can be summarized as follows:

i) When the speaker has witnessed some event and reports it to the hearer, he can use either a) -nyo [-ny-o (-Past-Evid)] at the end of the auxiliary verb, or b) -(a)w before the same subject marker (-w when the sound preceding it is a vowel and -aw when the sound preceding it is a consonant).

ii) We use the evidential suffix -o just before the same-subject marker when we want to report some event about which we have a strong evidence such as the trace/remains of the event (e.g., wrinkled sheet on the bed, dirty dishes on the table, singing in the next room, listening to a recorded tape, traces of tears on someone's cheeks, etc.).

iii) Some verbs do not take the evidential marker -w or -aw. For these verbs the use of -o before the same-subject marker can express either the speaker's witnessed report or his deduced report.

iv) If we are stating some fact which does not require any specific evidence (maybe because both the speaker and the hearer are there at the scene of the event), we do not use the evidential suffix.

In Hualapai there is another set of evidential expressions: Verb Stem-k + Person Marker-wi:/-yu:/-i: + Person Marker-i/-yu "(I think I will) have to ...."

3.3.14 Verb Stem-k + Person Marker-wi:/-yu:/-i: + Person Marker-i/-yu "(I think I will) have to ...."

This expression is used when the speaker knows what he is going to state 1) because it is his own affair, or 2) the second person or the third person has told him so.

152. Jiv dadaha:dyayyù:yu.
jiv dadaha:d-y-ay-yu:-yu
get=ready 1=work-again-Future-be-be
I will get ready to work again (because I know I have to).

153. Jiv sma:yayyù:yu.
jiv sma:-y-ay-yu:-yu
get=ready 1=sleep-again-Future-be-be
I will get ready to sleep again (because of drowsiness that I am feeling now).

154. Jiv sma:hiyù:yu.
jiv sma:-hi-yu:-yu
get=ready 1=sleep-Irreal-be-be
I will get ready to sleep (because I am sure to fall asleep).

155. Mach he' madathgwi:layngwì:mi.
ma-ch he' ma-dathgwi:l-ay-wi:-m-i
you-Subj dress 3/2-wash-Future-do-2-say
You are going to wash the dress (because you said so).

156. Mach gwemdávayngyù:mi.
ma-ch gwe-m-dav-ay-ng-yu:-m-i
you-Subj gwe-2-be=sick-Future-2-be-2-say
You will be sick (because you said so).

157. Mach magwa:wyayngyù:mi.
ma-ch ma-gwa:w-y-ay-ng-yu:-m-i
you-Subj 2-talk-again-Future-2-be-2-say
You are going to talk again (because you said so).

158. Gwe ma:yaykwì:ki.
gwe ma:-y-ay-k-wi:-k-i
something 3/3=eat-again-Future-ss-do-ss-say
He is going to eat again (because he said so).

159. Jóhnach swa:dyaykì:ki.
John(a)-ch swa:d-y-ay-k-i:-k-i
John-Subj 3=sing-again-Future-ss-say-ss-say
John is going to sing again (because he said so).

As we have seen in the examples, the final verb is yu when the subject is the first person. When otherwise, the final verb is that of "saying" *i*--this is so because the speaker is unable to detect someone else's affair until he is told so.

3.3.15 Dubitative Suffix -*mò*

The suffix -*mò* may be added after the auxiliary verb when we want to express "I am not sure exactly what, but ..." or "probably," but in general the suffix indicates the "stronger" probability.

160. a) Nyihách sma:kyu.

He is sleeping (because I know it; I am right here with him).

b) Nyihách sma:kyu*mò*. or Nyihách sma:ki*mò*.

nyi-ha-ch sma:-k-yu-mo

Dem-that=one-Subj 3=sleep-ss-Aux-Dub

(I am not sure exactly but) He is probably sleeping.

161. a) Nya jídach gwe gaga:vkwi.

My mother is buying something (because I know it; I am right here with her).

b) Nya jídach gwe gaga:vkwi*mò*.

nya jida-ch gwe gaga:v-k-wi-mo

my mother-Subj something 3/3=buy-ss-Aux-Dub

(I am not sure exactly what she is doing but) My mother is probably buying something.

162. a) Hal wayo:kyu.

They are sitting there (I know it because I see them).

b) Hal wayo:kyumò.

ha-l wayo:-k-yu-mo

there-in 3=sit=pl-ss-Aux-Dub

(I am not sure exactly what they are doing but)
They are probably sitting in there.

163. Nàl-misma: 'wa:mk 'ha:l dabúlaywimò.

nal-misma: 'wa:m-k 'ha:-l dabul-ay-wi-mo

root-mesquite 3/1=take-ss water-in 3/1=soak-Future-
Aux-Dub

(I am not sure exactly what I will do but) I will
probably take the mesquite roots and soak them in water.

164. Nya gínyach 'wa:mk dahódaykwimò.

nya ginya-ch 'wa:m-k dahod-ay-k-wi-mo

my brother-Subj 3/3=take-ss 3/3=hide-Future-ss-Aux-Dub

My brother will probably take it and hide it (although
I am not sure exactly what he will do).

[illegible]65. 'Had nya nyihádach yak gwegayu: dahódaykwimò.

'had nya nyi-had(a)-ch ya-k gwegayu:

dog I 1=Poss-pet-Subj here-in something

dahod-ay-k-wi-mo

3/3=hide-Future-ss-Aux-Dub

My dog will probably be hiding something over here
(although I am not sure exactly what he will be doing).

166. 'Hádav dadamo:vk, he'élkwimò.

'had(a)-v dadamo:-v-k he'el-k-wi-mo

dog-Dem 3/3=scratch-Refl-ss 3=lice-ss-Aux-Dub

The dog is scratching and so he may be liced
(although I am not sure exactly if he is or not).

Sentences 161 through 163 appear in the present tense form in which the suffix -mò can be used. Sentences 164 through 166 contain the future marker -ay. The suffix -mò, however, cannot appear with the past tense marker -ny (see sentence 168 below). If the past tense must be expressed, it is done by paraphrasing it (see sentence 169c and d below):

167. a) Jóhnach gwe ma:kwiny.

John ate.

b) *Jóhnach gwe ma:kwinymò.

c) Jóhnach gwe ma:kwimò.

(I am not sure exactly if he is or not but) John is
probably eating.

168. a) Jorigínech gak dadaha:da da'ópk, gweda:vkyumò.

Jorigine-ch gak dadaha:d-a da'op-k

Jorigine-Subj Neg 3=work-Def 3=Neg-ss

gweda:v-k-yu-mo

3=be=very=sick-ss-Aux-Dub

Jorigine is not working, and she may be very sick
(although I am not sure exactly how she is).

b) *Jorigínech gak dadaha:da da'ópk gweda:vkyunyumò.

c) Jorigínech gak dadaha:da da'ópkyuny, gweda:vkyumò.

d) Jorigínech gweda:vkyumò, gak dadaha:da da'ópkyuny.

Chapter IV: Sound Symbolism

4.0 Introduction

A large class of words in Hualapai undergo a process which linguists have called "sound symbolism," where the meaning of the word changes by changing one sound within the word. In this class, if the word has an l̲ in it, it refers to an action on or by something large. If the same word has a d̲, it refers to an action on or by something small. Note that both verbs and nouns undergo this sound symbolism. Below is a partial list of words that undergo the process.

4.1 Verbs

dabu:l̲k	to cover something large
dabu:d̲k	to cover something small
dal̲úthk	to make something large burst/to pop or burst something large
dad̲úthk	to make something small burst/to pop or burst something small
didl̲ámk	to be flat (of a large object)
didd̲ámk	to be flat (of a small object)
dìl̲-díl̲k	to be a large flat surfaced (=plain)
dìd̲-díd̲k	to be a small flat surfaced (=plate)

gwil̲k	to roll (said of a large object)
gwid̲k	to roll (said of a small object)
hòl̲-hól̲k	to be round (a large object; also to dust from a speeding car)
hòd̲-hód̲k	to squat/to be round (said of a small object)
l̲apk	to be flat (of a large object)
d̲apk	to be flat (of a small object)
l̲imk	to shoot something with a large object
d̲imk	to shoot something with a small object
l̲ebk	for a large object to be flapping
d̲ebk	for a small object to be flapping
l̲ochk	to drip a large drop
d̲ochk	to drip a small drop
sijúl̲k	to put a large object in something
sijúd̲k	to put a small object in something
thiwíl̲k	to have the quality of dry roughness
thiwíd̲k	to have the quality of dry roughness
thuvl̲úyk	to be full of big holes
thuvd̲úyk	to be full of small holes

4.2 Nouns

gil̲giyóvi	large belt
gid̲giyóvi	small belt
mil̲gáh	large ankle
mid̲gáh	small ankle
smal̲k	large ear
smad̲k	small ear

4.3 Sounds

gàl̲-gál̲	large rapid clanging noises
gàd̲-gád̲	small rapid clanging noises
l̲òb-l̲ób	large thumping noises
d̲òb-d̲ób	small thumping noises
l̲àth-l̲áth	large popping noises
d̲àth-d̲áth	small popping noises

4.4 Augumentative Suffixation

There are also other ways of distinguishing between large and small objects. Some animal terms take a suffix -d̲a to show that they are larger animals.

qwaq	deer
qwáqd̲a̲	elk

mathúl	chuckwalla
mathúld̲a̲	gila monster

hami:da	chipmunk
hamíld̲a̲	squirrel

Note that this also undergoes the d/l alternation.

Our further investigation revealed that such sound symbolism is not just a two-way contrast between l̲ and d̲, but sometimes a three-way contrast among the lateral l̲-̲, the flap d̲ and the dental stop d̲.

4.5 d, l and d

sijúl̲k	to put a large object in something
sijúd̲	to put a small object in something
sijúd̲k	to put a very small object (e.g., needle) in something

l̲àth-l̲áth	large popping noises
d̲àth-d̲áth	small popping noises
d̲àth-d̲áth	very small & rapid popping noises

ìl̲-íl̲	tall, upright skinny object
ìd̲-íd̲	shorter, upright skinny object
ìd̲-íd̲	very short (and small) upright skinny object

The sound symbolism described above is the most commonly used in the everyday conversation. There are several others that appear in stories and texts, and they will be treated in the second volume of the grammar.

PART V

USEFUL EXPRESSIONS

Chapter I: Modal Expressions

1.0 Introduction

In this chapter, we will examine six forms which express some attitude/feeling of the speaker toward what is to be expressed in the sentences.

1.1 du:y "faking/fooling/pretending"

The expression du:y appears with the verb i'k "say," yik "feel" or wik "do" before the main verb and means "fooling someone by saying," "fooling someone/oneself by thinking" or "fooling someone by doing," respectively. In some cases du:y expresses that the actor is doing something to make a good impression on someone (i.e., showing off), to achieve some goal other than actually stated, or to avoid some undesired situation.

1. Du:y i'k nyu í'kiny.
du:y i'-k nyu i'-k-i-ny
du:y 3/3=say-ss that 3/3=say-ss-Aux-Past
He just fooled them by having said that.

2. Du:y i'k gwa:wk gwa:wkiny.
du:y i'-k gwa:w-k gwa:w-k-i-ny
du:y 3/3=say-ss 3=talk-ss 3=talk-ss-Aux-Past
He just faked (her) by having talked and talked.

3. Du du:y i'k swa:dki.
   du du:y i'-k swa:d-k-i
   Emph du:y 3/3=say-ss 3=sing-ss-Aux
   He just is showing off by singing.

4. Du:y yi'k viyám miyu:jikyu.
   du:y yi'-k viyam miyu:-j(i)-k-yu
   du:y 3=feel-ss 3=run always=be-distributive-ss-Aux
   He just fools them by running.

The verb *i'k* may be used with the verbs of saying as shown in sentences 1 through 3, but also with other YU-verbs. With YU-verbs, in other words, the expression *du:y* may take *i'k* ("say"), *yik* ("feel/think") or *yuk* ("be"): Du: du:yyivchyu [du du:y-yi-v-ch-yu (Emph du:y-think-Refl-Subj-be)] "It's really just nothing (only your imagination)."

5. Du:y yi'k we ya:mkyuny.
   du:y yi'-k we ya:m-k-yu-ny
   du:y 3=feel-ss away 3=go-ss-Aux-Past
   She's just doing that by going away (to avoid the situation).

6. Du:y wi:kwiny.
   du:y wi:-k-wi-ny
   du:y 3/3=do-ss-Aux-Past
   He just pretended by having done that.

1.2 si:vk "to pretend"

Another way of expressing someone's pretension is by using the verb si:vk "to pretend." When the verb si:vk is used in a sentence, the main verb preceding this must take the detached suffix -(w)o, i.e., the suffix which indicates that something or some action is not really there. Sentence 12 shows the combination of du:y and si:vk.

7. Nyu miwíwo misi:va!
nyu mi-wi-wo mi-si:v-a
that 3/2-do-Detached 3/2-pretend-Imp
Pretend like you're doing that!

8. Ba ny'hánno si:vkyu.
ba ny'-'han(n)-o si:v-k-yu
all 1/3-like-Detached 3/3=pretend-ss-Aux
He pretends that he likes us.

9. Wasi:vo si:vayyu.
wasi:v-o si:v-ay-yu
1=think-Detached 3/1=pretend-Future-Aux
I'm going to pretend that I think of him.

10. Badaha:do si:vayyu.
dadaha:d-o si:v-ay-yu
1=work-Detached 3/1=pretend-Future-Aux
I'm going to pretend that I'm working.

11. Mi:wo si:vayyu.

mi:-wo si:v-ay-yu

1=cry-Detached 3/1=pretend-Future-Aux

I'm going to pretend I'm crying.

12. Du:y yik sma:wo si:vkyuny.

du:y yi-k sma:-wo si:v-k-yu-ny

du:y 3=feel-ss 3=sleep-Detached 3/3=pretend-ss-Aux-Past

He just pretended to be asleep.

1.3 wal(a)/gwal(a) "want/wish/crave"

This expression has interesting ways of use in a sentence. It may be used 1) as a particle gwal(a) appearing with the verb yik "to feel/think/want" or the verb yuk "to be"; 2) it may appear at the very beginning of the sentence as wal; or 3) it may be used at the very end of the sentence as gwal. First we will present some examples of gwal(a) with the verb yi/yu.

13. Vom gwála yu.
vom gwala yu
1=go=home want 1=be
I want to go home.

14. Gwe ma: gwála yu.
gwe ma: gwala yu
thing 3/1=eat want 1=be
I want to eat.

15. Mach misma: gwal myíngyu?
ma-ch mi-sma: gwal m-yi-ng-yu
you-Subj 2-sleep want 2-feel-2-Aux=Q
Do you want to sleep?

16. Nyihách sma: gwal yíkyu.
nyi-ha-ch sma: gwal yi-k-yu
nyi-that=one-Subj 3=sleep want 3=feel-ss-Aux
He wants to sleep.

17. Badaha:d gwála yu.
dadaha:d gwala yu
1=work want 1=be
I want to work.

18. Midadaha:d gwal myíngyu?
mi-dadaha:d gwal m-yi-ng-yu
2-work want 2-feel-2-Aux=Q
Do you want to work?

19. Badaha:d gwála yíkyu.
dadaha:d gwala yi-k-yu
3=work want 3=feel-ss-Aux
He wants to work.

The use of this expression at the very beginning of the sentence or at the end of the sentence needs some explanation. When *wal* appears at the very beginning of the sentence, the final verb takes the sentence final particle: -*a*, -*h* or -*'* if the speaker is expressing his desire to do something (see *a*-sentences below).

When, however, the speaker is asking a question (or some doubt) by saying "what if...?," then the final verb takes the ending -*yo* (see *c*-sentences below). This can be paraphrased by using *gwal* at the end of the sentence (see *b*-sentences below).

20. a) Wal 'u:h.
wal 'u:-h
want 3/1=see-h
I wish I could see him!

b) 'U:yo gwal.
'u:-yo gwal
3/1=see-yo want
What if I saw him?

c) Wal 'u:yo.
wal 'u:-yo
want 3/1=see-yo
What if I saw him?

21. a) Sma: gwála yu.
sma: gwala yu
1=sleep want 1=be
I want to sleep.

b) Sma:yyo gwal.
sma:-(a)y-yo gwal
1=sleep-Future-yo want
What if I go to sleep?

c) Wal sma:yyo.
wal sma:-(a)y-yo
want 1=sleep-Future-yo
What if I go to sleep?

1.4 Probability Expression ma:dk

When one has not witnessed an event but from other circumstances from which he judges that the event may take place, then the expression ma:dk is used. This is added 1) to another sentence (e.g., 22a) or 2) after a verb by adding the definitizer to it (e.g., 22b).

22. a) 'Hádav dadamo:vk he'élkwi ma:dkwi (or ma:dkyu).

'had(a)-v dadamo:-v-k he'el-k-wi

dog-Dem 3/3=scratch-Refl-ss 3/3=lice-ss-Aux

ma:d-k-wi

3=be=given=a=chance-ss-Aux

The dog is scratching and so there may be a chance that he is liced and that's probably the case.

b) 'Hádav dadamo:vk he'éla ma:dkwi (or mádkyu).

23. Nya jídach ba:b da'óla ma:dkwi.

nya jida-ch ba:b da'ol-a ma:d-k-wi

my mother-Subj potatoes 3/3=boil-Def ma:d-ss-Aux

There is a good chance that my mother is boiling the potatoes.

24. Nya lowa:hch ya dase:ya ma:dkwiny.

nya lowa:-h-ch ya dase:y-a

my wife-Dem-Subj this 3/3=make-greasy-Def

ma:d-k-wi-ny

ma:d-ss-Aux-Past

My wife might have made this greasy (and I am almost certain of it).

This expression can occur in any tense as exemplified in sentences 22 and 23 (present), sentence 24 (past) or sentences 25 and 26 (future).

25. Ya:myayih ma:dkyu.
ya:m-y-ay(i)-h ma:d-k-yu
3=go-again-Future-Def ma:d-ss-Aux
There is a good chance that he may go again./He is most likely to go again.

26. Nyihách dadaha:dyayih ma:dkyu.
nyi-ha-ch dadaha:d-y-ay(i)-h ma:d-k-yu
nyi-that=one-Subj 3=work-again-Future-Def ma:d-ss-Aux
There is a good chance that he may work again./He is most likely to work again.

Note that in sentence 22 either the transitive auxiliary -*wi* or the intransitive -*yu* may be added. In sentences 23 and 24, the auxiliary added to the verb *ma:d* is the transitive -*wi*, while in sentences 25 and 26, it is the intransitive -*yu*. This means, then, that the specific auxiliary to be attached depends on the verb that precedes *ma:d*.

27. Márych ba maswa:doyih ma:dki.
Mary-ch ba ma-swa:d-o-y(i)-h ma:d-k-i
Mary-Subj all 2/3-sing-Appl-Future-Def ma:d-ss-Aux
There is a chance that Mary may sing for you all.

28. Gach 'háda a:vm spoh da'óp yi'd Márych wih ma:dkwiny.

ga-ch   'had-a a:v-m   spoh(-h)   da'op yi'd

who-Subj dog-Def 3/3=hit-ds 3/1=know(-Def) 1=Neg but

Mary-ch   wi(:)-h   ma:d-k-wi-ny

Mary-Subj 3/3=do-Def ma:d-ss-Aux-Past

I don't know who hit the dog, but there is a good chance that Mary might have done it.

This probability expression may appear with the dubitative suffix -mò to result in a less certain feeling.

29. Nya jídach ba:b da'óla ma:dkwimò.

nya jida-ch   ba:b   da'ol-a   ma:d-k-wi-mo

my mother-Subj potatoes 3/3=boil-Def ma:dss-Aux-Dub

(I don't know exactly what but) There is a good chance that my mother may be boiling the potatoes.

30. Gach ya dase:ym spoh da'óp yi'd nya lowa:hch wi:ya ma:dkwimò.

ga-ch   ya   dase:y-m   spoh(-h)

who-Subj that 3/3=make=greasy-ds 3/1=know(-Def)

da'op yi'd nya lowa:-h-ch   wi:-(y)a

1=Neg but my wife-Dem-Subj 3/3=do-Def

ma:d-k-wi-mo

ma:d-ss-Aux-Dub

I don't know who made that greasy, but there is a good chance that my wife might have done it (since I know she was in there).

1.5 yi'dk/yi:dk "be supposed to/be expected to"

The usual translation of the verb yi'd is "to be supposed to" [yi(')- "feel/think" and -d "Negative"]. See also PART II, Chapter II, Section 2.2.1.6 for "don't you think" expressions. The verb which precedes yi'd takes the form of [Verb Stem + -a/-h/-'], and the verb which follows yi'd is either yu or i but not wi. The verbs yu and i take the person prefix but they function more like auxiliaries, i.e., they do not take auxiliaries themselves.

31. Nyach Banyà:nyuwá ya:ma yí'dayyu.
nya-ch Banya:nyuwa ya:m-a yi'd-ay-yu
I-Subj Phoenix 1=go-Def 1=yi'd-Future-be
I am supposed to go to Phoenix.

32. Nyach gwe ma:h yí'dayyu.
nya-ch gwe ma:-h yi'd-ay-yu
I-Subj something 3/1=eat-Irreal 1=yi'd-Future-be
I am supposed to go to eat.

33. Nyihách Kíngman ya:ma yí'dyu.
nyi-ha-ch Kingamn ya:m-a yi'd-yu
nyi-that=one-Subj Kingman 3=go-Def 3=yi'd-be
He is supposed to go to Kingman.

34. Nya dálach 'wa: yo:va yi:dyuny.
nya dala-ch 'wa: yo:v-a yi:d-yu-ny
my father-Subj house 3/3=make-Def 3=yi:d-be-Past

My father was supposed to build a house.

What these expressions imply is that "in actuality something else is taking place, although the actor is supposed to be doing something." More examples follow:

35. Nya dálach nya ni:yam 'wa: yo:vja yi:dyuny.

nya dala-ch nya ni:ya-m 'wa:

my father-Subj my big=brother-with house

yo:v-j-a yi:d-yu-ny

3/3=make-pl-Def 3=yi:d-be-Past

My father and my big brother were supposed to build a house.

36. Mach 'wa: miyo:va miyi:dmiyu.

ma-ch 'wa: mi-yo:v-a mi-yi:d-mi-yu

you-Subj house 3/2-make-Def 2-yi:d-2-be

You are supposed to build a house.

37. Mach i' mijigáeda miyí'dmiyuny.

ma-ch i' mi-jigaed-a mi-yi'd-mi-yu-ny

you-Subj wood 3/2-chop-Def 2-yi'd-2-be-Past

You were supposed to chop the wood.

Sometimes the verb yi'd/yi:d is prefixed not only by the person marker but also by ny(i)-. When the prefix ny(i)- is added, that seems to emphasize the presence of the actor's presumed behavior.

38. Cíndych vak va: nyiyí'dyu.

Cindy-ch va-k va: nyi-yi'd-yu

Cindy-Subj here-at 3=be=here(-Def) nyi-3=yi'd-be

Cindy is supposed to be here and she is around here somewhere.

39. Philch Banyà:nyuwá ya:ma nyiyí'dyuny.

Phil-ch Banya:nyuwa ya:m-a nyi-yi'd-yu-ny

Phil-Subj Phoenix 3=go-Def nyi-3=yi'd-be-Past

Phil was supposed to have gone to Phoenix and he should be somewhere in Phoenix.

Further interesting observations are made on the use of the verb yi'd/yi:d:

1) As we have stated previously, the verb implies that "the actor is supposed/expected to be doing something but in reality he is doing something else." This further implies that the speaker of the sentence often means that "why are you acting this way when you should not?"

2) When the verb preceding yi'd/yi:d does not contain the Irrealis or Future Marker, that part is often translated as PAST. We will illustrate these in the following examples:

40. a) Gwe mima: miyí'dmiyu.

gwe mi-ma: mi-yi'd-mi-yu

something 3/2-eat=Def 2-yi'd-2-be

You are supposed to have eaten (why are you acting that way as if you have not eaten anything?).

b) Gwe mima:h miyí'dmiyu.

gwe mi-ma:-h mi-yi'd-mi-yu

something 3/2-eat-Irreal 2-yi'd-2-be

You are supposed/expected to be about to eat (and so just be patient).

c) Gwe mima:ma miyí'dmiyu.

gwe mi-ma:-m-a mi-yi'd-mi-yu

something 3/2-eat-start-Def 2-yi'd-2-be

You are supposed to have started to each (but what are you doing here running around?).

d) Gwe mima:yay miyí'dmiyu.

gwe mi-ma:-y-ay mi-yi'd-mi-yu

something 3/2-eat-again-Future 2-yi'd-2-be

You are supposed to be going to eat again.

e) Gwe mima:ìyay miyí'dmiyu.

gwe mi-ma:-(')i-y-ay mi-yi'd-mi-yu

something 3/2-eat-shortly-again-Future 2-yi'd-2-be

You are supposed to be going to eat shortly again.

1.6 Reaffirmation: *yu:mè*, *wi:mè*, *i:mè* and *yi:mè*

These expressions can be used *only* with the third person subject. The speaker may use one of these when he has already heard what the third person is going to be doing, or when the speaker somehow knows what the third person is about to do. When, for example, I am talking with you and you have told me that Philbert was going to build an adobe house, I may say:

41. Phílbertch 'wa: yo:va yu:mè!
Philbert-ch 'wa: yo:v-a yu:-me
Philbert-Subj house 3/3=make-Def be-me
Oh, so, Philbert is going to build a house!

The expression *yu:mè* is added to a verb ending with the definitizer -*a*. The suffix -*mè* is the same suffix that has been discussed in PART II, Chapter II, Section 2.2.1.4.

42. Nyu yu:mè!
nyu yu:-me
that be-me
That's the way it is/it was!

43. Akídach ve yúwwa yu:mè!
Akida-ch ve yuw-(w)a yu:-me
Akira-Subj here 3=come-Def be-me
So, Akira is going to come here!

44. Saldáwwa yu:mè!
saldaw(w)-a yu:-me
soldier-Def be-me
So, he is going to be a soldier!

45. Nyud'u:h yu:mè! or Binyù:d'ú:h yu:mè!
nyud'u:-h yu:-me
school-Def be-me
So, he is going to go to school!

46. Badaha:da yu:mè!
dadaha:d-a yu:-me
3=work-Def be-me
So, he is going to work!

47. Wànyisi:va yu:mè!
wa-nyi-si:v-a yu:-me
wa-1/3-think-Def be-me
So, he is going to think of me!

Note that if we are describing some event which is taking place right at the moment we may use:

48. Badaha:dmè!
So, he is working (I can really see him now)!

49. Wànyisi:vmè!

So, he is thinking of me (I can tell so because
my ears itch)!

50. Miyálk va wímmè.

miyal-k va wi(:)-m-me

3/3=make=bread-ss this 3/3=do-start-me

She's really and actually making bread!

51. Swa:dk va yímmè!

swa:d-k va yi-m-me

3=sing-ss this 3/3=feel-start-me

She is really and actually singing!

Sentences 52 and 53 may be used when we are actually seeing or hearing the third person doing something:

52. Swa:dk va ímka!

swa:d-k va i(')-m-k-a

3=sing-ss this 3/3=say-start-ss-Def

He is really singing!

53. 'Wa: yo:v va wímka!

'wa: yo:v va wi(:)-m-k-a

house 3/3=make this 3/3=do-start-ss-Def

He is really building a house!

Chapter II: Expression of Habit/Repetition

2.1 sinyu:(v)k/gwe:k "to be again/to do again"

There are several ways to express "again" in Hualapai (see PART IV, Chapter III, Section 3.3.6). The expression here utilizes the verb sinyu:(v)k or gwe:k. These verbs may be stated before the main verb or they may be expressed after the main verb.

1. Sinyu:vk ya:myayyu.
sinyu:v-k ya:m-y-ay-yu
do=again-ss 1=go-again-Future-Aux
I am going again.

2. Gayúm sinyu:vk í'yé?
gayum sinyu:v-k i'-y-e
why do=again-ss 3=say-again-Q
Why did he say it again?

3. Sinyu:vk miyo:viya!
sinyu:v-k mi-yo:v(i)-y-a
do=again-ss 3/2-make-again-Imp
Make it again!

4. Gak sinyu:vk muwi:ya mdé!
gak sinyu:v-k mu-wi:-y-a m-de
Neg do=again-ss 3/2-do-again-Def 2-Neg=Imp
Don't do it again!

5. Vam a:mk galwi: sinyu:vmè!
va-m a:m-k galwi: sinyu:v-me
here-by 3=go=by-ss how=many do=again-me
I don't know how many times he's gone by here!

6. Sinyu:vk muwíya!
sinyu:v-k mu-wi(:)-y-a
do=again-ss 3/2-do-again-Imp
Do it again!

7. Gwe:k muwíya!
gwe:-k mu-wi-y-a
do=again-ss 3/2-do-again-Imp
Do it again!

As examples 6 and 7 show, all the sentences above can use gwe:k in place of sinyu:vk without changing the meaning. In the examples above, we notice that both sinyu:vk and gwe:k are used like particles, i.e., without a person prefix. Sinyu:vk, however, may be used just like an ordinary verb as in 8 below:

8. Du misinyu:vk misinyu:vngyuwé?
du mi-sinyu:v-k mi-sinyu:v-ng-yu-we
just 3/2-do=again-ss 3/2-do=again-2-Aux=Q
Did you just do it again and again?

2.2 Habitual vs. Repetitive Action

The Hualapai language makes a subtle distinction between some action which is habitually carried out (see a-sentences) and some action that is repeated once in a while or sometimes (see b-sentences).

9. a) Jósiech viyámam yu:jkyu.

Josie runs once in a while.

b) Jósiech viyám miyu:jkyu.

Josie always/habitually runs.

10. a) Jóhnach gwe thi:'ìm wi:jkwi.

John drinks once in a while.

b) Jóhnach gwe thi: muwi:jkwi.

John always/habitually drinks.

11. a) Márych mi:('ì)m i:jiki.

Mary cries once in a while.

b) Márych mi:k mi: mi:jiki.

Mary always/habitually cries.

12. a) Janech swa:d'àm i:jiki.

Jane sings once in a while.

b) Janech swa:d mi:jiki.

Jane always/habitually sings.

The last word *yu:jkyu* is analyzed in the following way: [yu:-j-k-yu] (be-distributive-ss-Aux) "sometimes be so." The word *miyu:jkyu* on the other hand is analyzed as [miyu:-j-k-yu] (always=be-distributive-ss-Aux) "always/habitually be so." Similarly, *wi:jkwi* is [wi:-j-k-wi] (do-distributive-ss-Aux) "sometimes do so," and *muwi:jkwi* is [muwi:-j-k-wi] (always=do-distributive-ss-Aux) "always/habitually do so"; *i:jiki* is [i:-j(i)-k-i] (say-distributive-ss-Aux) "sometimes SAY so," and *mi:jiki* is [mi:-j(i)-k-i] (always=say-distributive-ss-Aux) "always/habitually SAY so." It should also be pointed out that the "momentarily" suffix -'ì (or -'à) appears in *a*-sentences.

As we can see from the examples above, the choice of *yu:* (and the auxiliary *yu*), *wi:* (and *wi*) and *i:* (and *i*) depends on what kind of verb precedes the last word. That is, if the main verb is one of the WI-verbs, *wi:jkwi*/*muwi:jkwi* is used; if one of the YU-verbs, *yu:jkyu*/*miyu:jkyu* is added; and if one of the I-verbs, *i:jiki*/*mi:jiki* is used (see also PART IV, Chapter II, Section 2.10 "Reduplication").

13. a) Jóhnach gak ko hánno da'óp yi'd ma:'ìm *wi:jikwi*.

John(a)-ch gak ko han(n)-o da'op yi'd

John-Subj Neg pinon 3/3=like-Appl 3=Neg but

ma:-'i-m wi:-j(i)-k-wi

3/3=eat-momentarily-ds do-distributive-ss-Aux

John does not like the pinon but he eats once in a while.

b) Jóhnach gak ko hánno da'óp yi'd ma: *muwi:jikwi*.

John does not like the pinon but he eats it all the time.

14. a) Bos nya nyihádach gwegayu: ma:h da'óp yi'd gwema:da
pid ma:'ìm wi:jikwi.

bos nya nyi-had(a)-ch gwegayu: ma:-h

cat I 1=Poss-pet-Subj anything 3/3-eat-Def

da'op yi'd gwema:da pid ma:-'i-m

3=Neg but meat only 3/3=eat-momentarily-ds

wi:-j(i)-k-wi

do-distributive-ss-Aux

My cat does not eat anything, but eats meat once
in a while.

b) Bos nya nyihádach gwegayu: ma:h da'óp yi'd
gwema:da pid ma: muwi:jikwi.

My cat does not eat anything except that it eats meat.

15. a) Nyichu:dam gathádach wàsavláy'ìm yu:jikyu.

nyichu:d(a)-m gathad(a)-ch wasavlay-'i-m

winter-in coyote-Subj 3=be=mean-momentarily-ds

yu:-j(i)-k-yu

be-distributive-ss-Aux

In winter, the coyote is sometimes mean.

b) Nyichu:dam gathádach wàsavláy miyu:jikyu.

In winter, the coyote is always mean.

For b-sentences, when we translate them into English, we may not use "all the time/always' but the implication is always there.

Chapter III: Degree Expressions

3.1 pid "only"

The particle pid is placed right before the verb to emphasize the verb or right after the noun to emphasize it.

1. Marych pid hánnokyu.
Mary-ch pid han(n)-o-k-yu
Mary-Subj only 3/3=like-Appl-ss-Aux
No one likes him except Mary./Only Mary likes him.

2. Ba:b pid mi'é'!
ba:b pid mi(')-e'
potatoes only 1/2-give=Imp
Give me just potatoes.

3. Nya jídach pid annóbil nya wi:(h) gwa:m muwi:jkwi.
nya jida-ch pid annobil nya wi:(-h)
my mother-Subj only automobile I 3/1=own(-Dem)
gwa:m muwi:-j-k-wi
3/3=drive always=do-distributive-ss-Aux
My mother is the only one who drives my car.

4. Bes pid mi'e:ngwi!
bes pid mi(')-e:-ng-wi
money only 1/2-give-2-Aux=Imp
Give me just money.

5. Nyach pid vók'yuny.

nya-ch pid vok-'-yu-ny

I-Subj only 1=return-1-Aux-Past

I am the only one that returned.

6. 'Ha: pid thi: gwála yi.

'ha: pid thi: gwala yi

water only 3/1=drink wish 1=feel

I only want to drink water.

3.2 Emphatic Particle du "just/really"

The emphatic adverb du is used before the verb and it emphasizes the state or action described by the verb.

7. Gwe ma:k du vawímkwiny.
gwe ma:-k du va-wim-k-wi-ny
thing 3/3=eat-ss du Int-3/3=do-ss-Aux-Past
He just really ate.

8. Gwa:mk disgwínk du vawímkwiny.
gwa:m-k disgwin-k du va-wim-k-wi-ny
3/3=drive-ss 3=be=wreckless-ss du Int-3/3=do-ss-Aux-Past
He just really drove carelessly.

9. Gwe midinyu:dk du vamuwímngwi.
gwe mi-dinyu:d-k du va-mu-wim-ng-wi
thing 3/2-write-ss du Int-3/2-do-2-Aux
You are just really writing.

10. Gwivók du vayúmkyu.
gwi-vo-k du va-yum-k-yu
cloud-return-ss du Int-3=be-ss-Aux
It is just really raining now.

11. Badaha:dk du vawímkwi.
dadaha:d-k du va-wim-k-wi
3=work-ss du Int-3=do-ss-Aux

He is just really working.

12. Gwe midida'ólk du vamuwímngwi.

gwe mi-dida'ol-k du va-mu-wim-ng-wi

thing 3/2-cook-ss du Int-3/2-do-2-Aux

You are just really cooking.

13. Du nyu i'k gana:vkiny.

du nyu i'-k gana:v-k-i-ny

du that 3/3=say-ss 3/3=tell-ss-Aux-Past

He just told him that.

14. Du nyu wi:jwi.

du nyu wi:-j-wi

du that 3/1=do-pl-Aux

We just do it that way.

3.3 Emphatic Suffix -dáv "very/extremely/really"

The emphatic suffix -dáv expresses the excessive or extreme condition.

15. 'Hà'yadúvm bìdávyu.

'ha'-ya-duv-m bi-dav-yu

water-cause-1=dry-ds/start 1=be=extreme-dav-Aux

It is very dry and I am in that extreme condition./

I am very thirsty.

16. Gùd'dáv bà-vam-gowa:vach hank wayo:kyuny.

gud'-dav ba-va-m-gowa:v(a)-ch

long=ago-dav people-here-at-3=live/roam-Subj

han-k wayo:-k-yu-ny

3=be=peaceful-ss 3=live=pl-ss-Aux-Past

A long time ago, people around here lived in peace.

17. Dà:vdávki.

da:v-dav-k-(y)i

3=hurt-dav-ss-Aux

It really hurts.

18. Hàndávkyu.

han-dav-k-yu

3=good-dav-ss-Aux

It is really good.

19. Dù:ydávki.

du:y-dav-k-i

3=hot-dav-ss-Aux

It is very hot.

20. Dadahà:djodávkwiny.

dadaha:d-j-o-dav-k-wi-ny

3/3=work-pl-Appl-dav-ss-Aux-Past

They made him work very hard.

21. Nyiyù'dávkyuny.

nyi-yu'-dav-k-yu-ny

nyi-be-dav-ss-Aux-Past

It really is./It really happened.

22. Muwìmwimdáva!

mu-wim-wim-dav-a

3/2-do-do-dav-Imp

Really do it! (Give it the best you can!)

23. Cherylch gwèviyám yimù:jdáv gaga:vkwiny.

Cheryl-ch   gweviyam yimu:j-dav gaga:v-k-wi-ny

Cheryl-Subj car   3=new-dav 3/3=buy-ss-Aux-Past

Cheryl bought a brand new car.

24. Gwivò'dávaykyu.

gwi-vo'-dav-ay-k-yu

cloud-return-dav-Future-ss-Aux

It is really going to rain.

Another expression of the extreme condition is the verb bik. The next section deals with it.

3.4 bik "to be in an extreme condition/to be extremely ..."

This verb is used only with our bodily needs. Furthermore, the verb which precedes this takes the suffix -m which seems not only to be the different-subject marker but also to mean "the subject is in the extreme condition of (hunger, thirst, etc.) and is ready to do something about it," therefore the gloss is listed as ds/start (see PART IV, Chapter III, Section 3.3.4).

25. 'Hà'yadúvm bíyu.

'ha'-ya-duv-m bi-yu

water-cause-1=dry-ds/start 1=be=extremely-Aux

I am very thirsty.

26. Sma:(m) bíyu.

sma:(-m) bi-yu

1=sleep(-ds/start) 1=be=extremely-Aux

I am very sleepy.

27. Mijáym bíyu.

mijay-m bi-yu

1=hungry-ds/start 1=be=extremely-Aux

I am very hungry.

28. Mach 'hà'yamdúvm mibíngyu?

ma-ch 'ha'-ya-m-duv-m mi-bi-ng-yu

you-Subj water-cause-2-dry-ds/start 2-be=extremely-2-Aux=Q

You are very thirsty, aren't you?

29. Mach misma:m mibíngyu.

ma-ch	mi-sma:-m	mi-bi-ng-yu
you-Subj	2-sleep-ds/start	2-be=extremely-2-Aux

You are very sleepy.

30. Nyihách mijáym búykyu.

nyi-ha-ch	mijay-m	buy-k-yu
nyi-that=one-Subj	3=hungry-ds/start	3=be=extremely=pl-ss-Aux

They are very hungry.

31. Nyihách sma:m búykyu.

nyi-ha-ch	sma:-m	buy-k-yu
nyi-that=one-Subj	3=sleep-ds/start	3=be=extremely=pl-ss-Aux

They are very sleepy.

32. Nyihách 'hà'yadúvm búykyu.

nyi-ha-ch	'ha'-ya-duv-m
nyi-that=one-Subj	water-cause-3=dry-ds/start

buy-k-yu

3=be=extremely=pl-ss-Aux

They are very thirsty.

3.5 qéchim "little by little and finally"

The expression "to do little by little and finally finish (the task)" is a complex structure in Hualapai. At the beginning of a sentence or after the subject, qéchim [qech(i)-m "be=little-ds"] is placed; then the verb is repeated; and finally the verb of finishing up is added with its appropriate endings. When a specific verb of "finishing up" is not used, then a general pro-verb of "finishing" wi:d is used. A more detailed analysis follows each example below:

33. Qéchim swa:d'àk swa:d'àdak wi:daywi.
qech(i)-m swa:d-'a-k
be=little-ds 1=sing-finally/again-ss
swa:d-'a-da-k wi:d-ay-wi
1=sing-finally/again-Temp-ss 3/1=finish-Future-Aux
I will sing little by little and finish it up.

The first of the verbs that are repeated may take the suffix -'à "finally/again" plus the same-subject marker, and the second takes the suffix -'à "finally/again" which is followed by the Temporal -da plus the same-subject marker -k. Sentence 34 also shows this structure:

34. Qéchim dadaha:d'àk dadaha:d'àdak wi:daywi.
qech(i)-m dadaha:d-'a-k
be=little-ds 1=work-finally/again-ss
dadaha:d-'a-da-k wi:d-ay-wi
1=work-finally/again-Tem-ss 3/1=finish-Future-Aux
I will work little by little and finish it.

35. Qéchim dinyu:d'àk dinyu:d'àdak wi:daywi.
qech(i)-m dinyu:d-'a-k
be=little-ds 1=work-finally/again-ss
dinyu:d-'a-da-k wi:d-ay-wi
1=work-finally/again-Temp-ss 3/1=finish-Future-Aux
I will write little by little and finish it.

The first of the two repeated verbs may use the glottal stop for the same-subject marker (sentence 36) or it may have the glottal fricative -h (sentence 37).

36. Qéchim vo:'à' vo:'àdak va:mayyu.
qech(i)-m vo:-'a-'
be=little-ds 1=walk-finally/again-ss
vo:-'a-da-k va:m-ay-yu
1=walk-finally/again-Temp-ss 1=be=there-Future-Aux
I will walk little by little and be there.

37. Qéchim gwe ma:'àh gwe ma:'àdak do:hiyu.
qech(i)-m gwe ma:-'a-h gwe
be=little-ds something 3/1=eat-finally/again-ss something
ma:-'a-da-k do:-hi-yu
3/1=eat-finally/again-Temp-ss 1=be=full-Irreal-Aux
I will eat little by little and be full.

When the subject is the second person, the first of the repeated verbs takes the ending -*mi*-*k* in place of the first person ending -*'à*-*k*, -*'à*-*'* or -*'à*-*h*. Similarly the suffix -*'à* of the second verb is replaced by -*mi* (see *b*-sentences below).

38. a) Qéchim i' jigáed'à' jigáed'àdak wi:daywi.

qech(i)-m i' jigae-*'a*-'

be=little-ds wood 3/1=chop-finally/again-ss

jigaed-*'a*-da-k wi:d-ay-wi

3/1=chop-finally/again-Temp-ss 3/1=finish-Future-Aux

I will chop the wood little by little and finish it.

b) Qéchim jigáed*mi*k jigáed*mi*dak muwi:dayngwi.

You are going to chop the wood little by little and finish it.

Note that the usual second person prefix does not appear at the beginning of the verb *jigáed* when it is in this construction; instead of attaching the person prefix on the verb, it is represented in the suffix "finally/again." The proverb or the verb of finishing up, however, must be marked by the personal prefix.

c) Qéchim jigáed*'ì*k jigáed*'ì*dak wi:daykwi.

He is going to chop the wood little by little and finish it.

39. a) Qéchim thi:'àk thi:'àdak ja:vaywi.

qech(i)-m thi:-'a-k

be=little-ds 3/1=drink-finally/again-ss

thi:-'a-da-k ja:v-ay-wi

3/1=drink-finally/again-Temp-ss 3/3=drink=up-Future-Aux

I will drink it little by little and finish it.

b) Qéchim thi:mik thi:midak mija:va!

Drink it little by little and finish it!

c) Qéchim thi:'ìk thi:'ìdak ja:vaykwi.

He will drink it little by little and finish it.

40. a) Qéchim gwema:da ma:'àk ma:'àdak ja:vwiny.

qech(i)-m gwema:da ma:-'a-k

be=little-ds beef 3/1=eat-finally/again-ss

ma:-'a-da-k ja:v-wi-ny

3/1=eat-finally/again-Temp-ss 3/1=eat=up-Aux-Past

I ate the beef little by little and finished it.

b) Qéchim gwema:da ma:mik ma:midak mija:vngwiny.

You ate the beef little by little and finished it.

c) Qéchim ma:'ìk ma:'ìdak ja:vkwiny.

He ate the beef little by little and finished it.

3.6 nahmíd "after a hard task/after all this time/finally"

The particle nahmíd appears in a variety of places: at the beginning of the sentence, after the subject, after the object or before the verb.

41. Nahmíd vawi:d'àwi.

nahmid va-wi:d-'a-wi

finally Int-3/1=finish-finally-Aux

Finally I have finished it.

42. Nahmíd qwaq gwánkwiny.

nahmid qwaq gwan-k-wi-ny

nahmid deer 3/3=kill-ss-Aux-Past

He finally killed the deer.

43. Hwalbáy didnyu:dk nahmíd wi:d'àjwi.

Hwalbay didnyu:d-k nahmid wi:d-'a-j-wi

Hualapai 3/1=write-ss nahmid 3/1=finish-finally-pl-Aux

We have finally finished writing (in) Hualapai.

44. Olóch nahmíd gwe ma:kwiny.

olo-ch nahmid gwe ma:-k-wi-ny

horse-Subj nahmid thing 3/3=eat-ss-Aux-Past

The horse finally ate.

45. Haygù-githye:ch nahmíd ba nyi'u:kyuny.
haygu-githye:-ch nahmid ba nyi-'u:-k-yu-ny
whiteman-healer-Subj nahmid all 1/3-see-ss-Aux-Past
The doctor finally saw us.

Chapter IV: Stuck with Words--Other Expressions

4.1 dowi:k/dowi:m "some of ..."

The verb dowi: is used to express "some of ..." and depending on the sameness or difference of the subjects of this verb and the verb that follows, the same-subject marker -k may appear or the different subject marker -m may be attached to it.

1. Dowi:k ya:jmkyuny.
   dowi:-k ya:-j-m-k-yu-ny
   3=be=some-ss 3=go-pl-m-ss-Aux-Past
   Some of them went.

2. Nyach nyasma:m dowi:k yimájkyuny.
   nya-ch nya-sma:-m dowi:-k yima-j-k-yu-ny
   I-Subj Sub-1=sleep-ds 3=be=some-ss 3=dance-pl-ss-Aux-Past
   While I slept, some of them danced.

3. Dowi:m we mijáma!
   dowi:-m we mi-jam-a
   3=be=same-ds away 3/2-throw=away-Imp
   Throw away some of them!

4. Dowi:m ham miyó'!
   dowi:-m ha-m mi-yo'
   3=be=some-ds that=place-from 3/2-pick=Imp
   Pick some of them from there!

5. Ba:ja dowi:k wil gaédjkwiny.

ba:-j-a dowi:-k wil gaed-j-k-wi-ny

man-pl-Def 3=be=some-ss weeds 3/3=cut-pl-ss-Aux-Past

Some of the men cut the weeds.

6. Hma:nya dowi:m ba wa:mjkwiny.

hma:ny-a dowi:-m ba wa:m-j-k-wi-ny

child=pl-Def 3=be=some-ds them 3/3=take-pl-ss-Aux-Past

They took some of the children.

4.2 wadk "to be not enough/lacking/stuck with"

We have included some examples of the use of the verb wadk since it carries a variety of meanings.

7. Bes jiwádvkyuny.
bes ji-wad-v-k-yu-ny
money 3=cause-lack-State-ss-Aux-Past
He didn't have enough money.

8. Annóbilach duwádvkyu.
annobil(a)-ch du-wad-v-k-yu
automobile-Subj 3=cause-be=stuck-State-ss-Aux
The car is stuck (e.g., no gas, in the mud, etc.).

9. Duwádvk vómyuny.
du-wad-v-k vom-yu-ny
1=cause-stuck-State-ss 1=go=home-Aux-Past
I couldn't go any further, so I went home.

10. Du wad miya:myayngyu.
du wad mi-ya:m-y-ay-ng-yu
Emph be=stuck 2-go-again-Future-2-Aux
You are going to have to go again even if you don't want to (i.e., you're stuck!).

In example 10 above, the verb wad is used like a particle without any affixes. When it appears with the emphatic particle du, it often occurs in this manner.

11. Du wad gwèmiyálwi.
du wad gwe-miyal-wi
Emph be=stuck thing-make=bread-Aux
I'm stuck with making bread.

12. Du wad dadaha:djiyu.
du wad dadaha:d-j(i)-yu
Emph be=stuck 1=work-pl-Aux
We're stuck with working.

4.3 Particle jiv/jíjiv/dújuv "getting ready"

The particle jiv is used to indicate "getting ready to do something" and it appears at the very beginning of the sentence (sentences 13 through 18), or it may occur after the subject (sentences 19 and 20). It may also appear in a past-tense sentence (see examples 21 and 22).

13. $\left\{\begin{array}{l}\underline{\text{Jíjiv}}\\ \underline{\text{Jiv}}\\ \underline{\text{Dújuv}}\end{array}\right\}$ ya:miyayyu.

jiv ya:m(i)-y-ay-yu

get=ready 1=go-again-Future-Aux

I am getting ready to go again.

14. Jiv gwa:wayi.

jiv gwa:w-ay-i

get=ready 1=talk-Future-Aux

I am going to get ready to talk.

15. Jiv dadaha:dayyu.

jiv dadaha:d-ay-yu

get=ready 1=work-Future-Aux

I am getting ready to work.

16. Jiv gwe ma:hiwi.

jiv gwe ma:-hi-wi

get=ready something 1=eat-Future-Aux

I am getting ready to eat.

17. Jiv Janech swa:dyayki.
Jiv Jane-ch swa:d-y-ay-k-i
get=ready Jane-Subj 3=sing-again-Future-ss-Aux
Jane is getting ready to sing again.

18. Jiv Márych yimáhikyu.
jiv Mary-ch yima-hi-k-yu
get=ready Mary-Subj 3=dance-Irreal-ss-Aux
Mary is getting ready to dance.

19. a) Jiv Jorigínech gwe dinyu:daykwi.
jiv Jorigine-ch gwe dinyu:d-ay-k-wi
get=ready Jorigine-Subj something 3/3=write-Future-ss-Aux
Jorigine is getting ready to write.

b) Jorigínech jiv gwe dinyu:daykwi.
Jorigine is getting ready to write.

20. a) Jiv Jóhnach 'had i'vm a:vaykwi.
jiv John(a)-ch 'had i'-v-m
get=ready John-Subj dog stick-Dem-with
a:v-ay-k-wi
3/3=hit-Future-ss-Aux
John is getting ready to hit the dog with a stick.

b) Jóhnach *jiv* 'had i'vm a:vaykwi.

c) Jóhnach 'had *jiv* i'vm a:vaykwi.

d) Jóhnach 'had i'vm *jiv* a:vaykwi.

21. Cíndych *jiv* sma:kyuny.

Cindy-ch jiv sma:-k-yu-ny

Cindy-Subj get=ready 3=sleep-ss-Aux-Past

Cindy was getting ready to sleep.

22. Nyihách *jiv* gwe ma:kwiny.

nyi-ha-ch jiv gwe ma:-k-wi-ny

nyi-that=one-Subj get=ready thing 3/3=eat-ss-Aux-Past

He was getting ready to eat.

Note that the particle *jiv* indicates that "something is/was going to happen," therefore, the sentence contains either the future marker (e.g., sentences 20a and b) or the past tense marker (e.g., sentences 21 and 22). This particle is *not* used in a present tense expression.

PART VI

EXPANDING SENTENCES

Chapter I: Coordination and Subordination

1.0 Introduction

In Chapter I of PART II (Constructing the Sentence), we discussed the syntactic markers -*k* and -*m* (see Section 1.2.9) which appear when there are two or more verbal elements in a sentence. The same-subject marker (-k) also appears in a sentence with an auxiliary verb (see PART II, Chapter I, Section 1.4). This means that even the simplest form of the sentence in Hualapai is not actually simple--we are almost always using complex sentences.

When there are two or more verbs within a sentence, the syntactic markers -*k* and -*m* appear at the end of the verbs except the last one (which is very often an auxiliary). The same-subject marker -*k* indicates that the subject of the following verb is going to be the same as that of the *k*-attached verb, while -*m*, the different-subject marker, indicates that the subject of the *m*-attached verb and that of the following one are different. These two, then, not only tell us about the subjects of the verbs, but also they show that these two (or more) verbals are in some particular relationship. The relationship may be that of coordination, i.e., two or more sentences are simply put together one after another and the usual English translation is "sentence 1 *and* sentence 2 *and* ...." For example:

1. Misí' qéchich mi:*k* mi:ki.
misi' qech(i)-ch mi:-k mi:-k-i
girl 3=be=little-Subj 3=cry-ss 3=cry-ss-Aux
The little girl cries *and* cries.

2. Márych he'h tu:ik dathgwi:lkwiny.
Mary-ch he'-h tu:i-k dathgwi:l-k-wi-ny
Mary-Subj dress-Dem 3/3=take=off-ss 3/3=wash-ss-Aux-Past
Mary took off her dress and washed it.

The relationship may be that of subordination, i.e., one sentence may state some condition in which the state or action described in the second sentence may occur. The usual translations for this type of construction include: "When ..., then ...," "Becuase ...," "Before ...," "After ..." and so on. For example:

3. Marych he'h nyitu:ik dathgwi:lkwiny.
Mary-ch he'-h nyi-tu:i-k
Mary-Subj dress-Dem Sub-3/3=take=off-ss
dathgwi:l-k-wi-ny
3/3=wash-ss-Aux-Past
After Mary took off her dress, she washed it.

4. Malíndach vak nyiva:m Cíndych du Banyà:nyuwá ya:mkyuny.
Malinda-ch va-k nyi-va-:-m Cindy-ch
Malinda-Subj here-to Sub-3=come=here-ds Cindy-Subj
du Banya:nyuwa ya:m-k-yu-ny
just Phoenix 3=go-ss-Aux-Past
When Malinda came here, Cindy just went to Phoenix.

1.1 Subordination Marker nya-, nyi-, nyu- or ny'

When the interpretation of a sentence with two or more verbs is "Because A, B," "When A, B" or some other conditional way (i.e., not A and B), the first of the two verbals is often prefixed by ny-. The prefix ny-, then, seems to indicate the nature of the relationship of the two verbals. Thus we call this prefix "Subordinator (abbreviated as Sub)" and the translation of it will differ depending on the specific context.

5. Janech nyisma:m Jóhnach dadaha:dkyu.

Jane-ch nyi-sma:-m John(a)-ch dadaha:d-k-yu

Jane-Subj Sub-3=sleep-ds John-Subj 3=work-ss-Aux

While Jane is sleeping, John is working./Jane is sleeping but John is working.

6. Janech nyisma:m Jóhnach sma:nyikyu.

Jane-ch nyi-sma:-m John(a)-ch sma:-nyi-k-yu

Jane-Subj Sub-3=sleep-ds John-Subj 3=sleep-also-ss-Aux

While Jane is sleeping, John is sleeping too.

7. Gach 'háda a:vm spoh da'óp yi:d Márych nyi'ópm
Jóhnach nyiwíh ma:dkwiny.

ga-ch 'had-a a:v-m spoh da'op yi:d

who-Subj dog-Def 3/3=hit-ds 3/1=know=Def 1=Neg but

Mary-ch nyi-'op-m John(a)-ch nyi-wi(:)-h

Mary-Subj Sub-3=Neg-ds John-Subj Sub-3/3=do-Def

ma:d-k-wi-ny

3=be=probably-ss-Aux-Past

I don't know who hit the dog, but Mary did not; so
John might have done so.

In the following examples we will compare sentences without ny- with those with ny-.

8. a) Jóhnach gwèviyám gwa:mk Banyà:nyuwál wa:mkwiny.

John(a)-ch gweviyam gwa:m-k Banya:nyuwa-l

John-Subj car 3/3=drive-ss Phoenix-into

wa:m-k-wi-ny

3/3=take-ss-Aux-Past

John drove the car and took it into Phoenix.

b) Jóhnach gwèviyám nyigwa:mk Banyà:nyuwál wa:mkwiny.

By driving the car, John took it into Phoenix.

9. a) Jóhnach oló va'úlk Kingman ya:mkyuny.

Joh(a)-ch olo va'ul-k Kingman ya:m-k-yu-ny

John-Subj horse 3/3=ride-ss Kingman 3=go-ss-Aux-Past

John rode a horse and went to Kingman.

b) Jóhnach oló nyiva'úlk Kingman ya:mkyuny.

By riding a horse, John went to Kingman.

10. a) Jóhnach Mary baeqm mi:kiny.

John(a)-ch Mary baeq-m mi:-k-i-ny

John-Subj Mary 3/3=hit-ds 3=cry-ss-Aux-Past

John hit Mary and she cried.

b) Jóhnach Mary nyibáeqm mi:kiny.

Because John hit Mary, she cried.

11. a) Jóhnach gwèviyám nya gaga:vohik Wì'haganbách ya:mkyuny.

John(a)-ch gweviyam nya gaga:v-o-hi-k

John-Subj car me 1/3=buy-Appl-Irreal-ss

Wi'haganbach ya:m-k-yu-ny

Flagstaff 3=go-ss-Aux-Past

John went to Flagstaff to buy a car for me.

b) Jóhnach gwèviyám nya nyigaga:vohik Wì'haganbách ya:mkyuny.

Because he was buying a car for me, he went to Flagstaff.

12. a) Cíndych ko si:lam Jeanch viyál bávkwiny.

Cindy-ch ko si:l(a)-m Jean-ch viyal

Cindy-Subj pinon 3/3=roast-ds Jean-Subj mescal

bav-k-wi-ny

3/3=roast-ss-Aux-Past

Cindy roasted pinon nuts and Jean mescal.

b) Cíndych ko nyisi:lam Jeanch viyál bávkwiny.

While Cindy roasted pinon nuts, Jean roasted mescal.

1.2 nyiyú'k, nyuwí'k and nyi'í'k

Another way to express the subordination relationship is by repeating the state/action by the auxiliary, i.e., yu, wi or i, the use of which makes it unnecessary to repeat the whole verb phrase. (In such a case do is used in English as pro-verb as in: Do you like apples? Yes, I do.) Then the pro-verb is prefixed with ny-.

13. Nya dálach nyigwa:w nyi'k nyuwé ya:mkyuny.
nya dala-ch nyi-gwa:w ny-i'-k nyuwe
my father-Subj 1/3-speak Sub-say-ss away
ya:m-k-yu-ny
3=go-ss-Aux-Past
My father spoke to me and then he went away./After my father spoke to me, he went away.

14. Nyach qechm sma:jiva nyayú'k ya:mk gwe nye:winy.
nya-ch qech-m sma:jiva nya-yu'-k
I-Subj 3=be=little-ds 1=doze=off Sub-be-ss
ya:m-k gwe nye:-wi-ny
1=go-ss thing 3/1=hunt-Aux-Past
After I slept a little while, I went for hunting.

15. Jeanch hányi jída he'v nyivnámok nyuwí'k é'kwiny.
Jean-ch ha-nyi jida he'v nyi-vnam-o-k
Jean-Subj that-3 mother dress-Dem Sub-sew-Appl-ss
nyu-wi'-k e'-k-wi-ny
Sub-do-ss 3/3=give-ss-Aux-Past
After Jean sewed the dress for her mother, she gave it to her.

1.3 Temporal -da "and (then)"

When temporal sequence or contrast needs to be expressed, the suffix -da is used and the translation is often "... and (then)" or "... but (then)." Since this suffix indicates some temporal sequence or temporal contrast, we have glossed it as "Temp(oral)."

16. Jóhnach oló va'úldak mánkyuny.
John(a)-ch olo va'ul-da-k man-k-yu-ny
John-Subj horse 3/3=ride-Temp-ss 3=fall-ss-Aux-Pact
John rode a horse and (then) fell down.

17. Jóhnach qwaq nye:k ya:mdak gwe be:mk vókyuny.
John(a)-ch qwaq nye:-k ya:m-da-k
John-Subj deer 3/3=hunt-ss 3=go-Temp-ss
gwe be:m-k vo-k-yu-ny
thing 3=be=empty-ss 3=return-ss-Aux-Past
John went to hunt deer, but (then) came back empty-handed.

18. Jóhnach nyi salm wi' jiqámdak nyi sála nahmídkwiny.
John(a)-ch nyi sal-m wi' jiqam-da-k
John-Subj his hand-with rock 3/3=hit-Temp-ss
nyi sal-a nahmid-k-wi-ny
his hand-Def 3/3=hurt-ss-Aux-Past
John hit the rock with his fist and (then) hurt it.

19. Jóhnach gwèviyám yimù:jidáv gaga:vdak qáwokwiny.

John(a)-ch gweviyam yimu:ji-dav gaga:v-da-k

John-Subj car 3=be=new-very 3/3=buy-Temp-ss

qaw-o-k-wi-ny

3/3=wreck-Appl-ss-Aux-Past

John bought a brand new car, but (then) wrecked it.

1.4 -ho "and then"

The suffix -ho functions very similar to -da. When -ho is used, however, the sequential notion of time/action is more clearly stated. We therefore gloss it as "then."

20. Miswa:dhok miyima:'!

mi-swa:d-ho-k mi-yima:-'

2-sing-then-ss 2-dance-Imp

Sing, then dance!

21. Gwe mama:hok misma:h!

gwe ma-ma:-ho-k mi-sma:-h

thing 3/2-eat-then-ss 2-sleep-Imp

Eat, then sleep!

22. Iyékdəm midadaha:dk mwímhok nyalwi:vam misma:'!

iyekdam mi-dadaha:d-k m-wi-m-ho-k

in=the=morning 2-work-ss 3/2-do-start-then-ss

nyalwi:vam mi-sma:-'

in=the=afternoon 2-sleep-Imp

Start working in the morning, then sleep in the afternoon.

23. Cíndych Mary gana:vok gwe dinyu:dhok gwe si:diya mi:jiki.

Cindy-ch Mary gana:v-o-k gwe dinyu:d-ho-k

Cindy-Subj Mary 3/3=speak-Appl-ss thing write-then-ss gwe si:d(i)-ya mi:-j(i)-k-i

thing 3/3=read-Imp always=say-distributive-ss-Aux

Cindy told Mary to write and then to read.

Chapter II: Conjunctions

2.0 Introduction

When two or more subjects are doing something, the first subject noun takes the subject marker -ch and the second (and the third, etc.) takes the commitative marker -m. The commitative marker in this case is often translated as "and." These are in turn often followed by the number expression:

1. Jóhnach Marym hówak'k Kingman ya:mjaykyu.
John(a)-ch Mary-m h(o)wak(')-k Kingman
John-Subj Mary-with 3=two=together-ss Kingman
ya:m-j-ay-k-yu
3=go-pl-Future-ss-Aux
John and Mary will go to Kingman.

2. Nyach mam 'hwak'k gwe gaga:vjaywi.
nya-ch ma-m '-hwak(')-k gwe
I-Subj you-with 1-two=together-ss something
gaga:v-j-ay-wi
3/1=buy-pl-Future-Aux
I and you are going to do shopping.

For more examples, see PART II, Chapter I, Section 1.2.4. In this chapter we will present some examples of putting two or more phrases or clauses together.

2.1 mi "or"

Mi can combine two noun phrases or sentences.

3. Cíndych mi Cherylch gavgi:jach ko yo:k ya:mkyu.
Cincy-ch mi Cheryl-ch gavgi:j(a)-ch ko
Cindy-Subj or Cheryl-Subj whichever-Subj pinon
yo:-k ya:m-k-yu
3/3=get-ss 3=go-ss-Aux
Either Cindy or Cheryl is going to pick pinon nuts.

4. Ya gwema:dav va:m mi nyiyé'kam ma:jaywi.
ya gwema:d(a)-v va:m mi nyi-ye'kam
this meat-Dem today or when-tomorrow
ma:-j-ay-wi
3/1=eat-pl-Future-Aux
We will eat this meat today or tomorrow.

5. Jóhnach ya kwa:v mi nyuwá kwa:v waksì-ma:da jigáedkwiny.
John(a)-ch ya kwa:-v mi nyuwa kwa:-v
John-Subj this knife-Dem or that knife-Dem
waksi-ma:d-a jigaed-k-wi-ny
cow-meat-Def 3/3=cut-ss-Aux-Past
John cut the beef with this knife or that knife.

6. Jóhnach chud thadápk mi dispékyu.
John-ch chud thadap-k mi dispe-k-yu
John-Subj age 3=five-ss or 3=six-ss-Aux

John is five or six years old.

Note that when two verbals are put together with *mi*, the first one takes the same subject marker since the subjects of the two verbals are identical.

7. Nya jídach dinyù:d'ú:jo yu:' *mi* 'wa: wá'kyu.
nya jida-ch dinyu:d'u:jo yu:-' mi 'wa:
my mother-Subj school 3=be-ss or house
wa'-k-yu
3=sit-ss-Aux
My mother is either at school or at home.

2.2 *nyi'óm* "or"

The expression of "or" can be also indicated by *nyi'óm*.

8. Gach 'háda a:vm spoh da'óp yi:d Marych *nyi'óm* Jóhnach wih ma:dkwiny.

ga-ch 'had-a a:v-m spoh da'op yi:d

who-Subj dog-Def 3/3=hit-ds 3/1=know 1=Neg but

Mary-ch nyi'om John(a)-ch wi(:)-h

Mary-Subj or John-Subj 3/3=do-Def

ma:d-k-wi-ny

3=be=probably-ss-Aux-Past

I don't know who hit the dog, but either Mary or John might have done so.

9. Malíndach *nyi'óm* Cherylch *nyi'óm* Cíndych *nyi'óm* Jorigínech wí'hikwi.

Malinda-ch nyi'om Cheryl-ch nyi'om Cindy-ch

Malinda-Subj or Cheryl-Subj or Cindy-Subj

nyi'om Jorigine-ch wi'-hi-k-wi

or Jorigine-Subj 3/3=do-Irreal-ss-Aux

Malinda, Cheryl, Cindy or Jorigine will do it.

2.3 yi'd/yi:d "but"

This is used to combine two sentences with the meaning of "contrary to/but." When yi'd/yi:d is used, the verb preceding this may take the basic form or the -a ending.

10. Marych vak va:nya yi'd du Kingman ya:mkyuny.

Mary-ch va-k va:-nya yi'd du

Mary-Subj here-to 3=come=here-also but just

Kingman ya:m-k-yu-ny

Kingman 3=go-ss-Aux-Past

Mary was supposed to come here too, but instead
she just went to Kingman.

11. Marych vak va: yi'd Johnach du Kingman ya:mkyuny.

Mary-ch va-k va: yi'd John(a)-ch

Mary-Subj here-to 3=come=here=Def but John-Subj

du Kingman ya:m-k-yu-ny

just Kingman 3=go-ss-Aux-Past

Mary came here but John just went to Kingman.

12. Gach 'háda a:vm spoh da'óp yi:d Marych wih ma:dkwiny.

ga-ch 'had-a a:v-m spoh da'op yi:d

who-Subj dog-Def 3/3=hit-ds 3/1=know 1=Neg but

Mary-ch wi(:)-h ma:d-k-wi-ny

Mary-Subj 3/3=do-Def 3=be=probable-ss-Aux-Past

I don't know who hit the dog, but Mary might have
done so.

13. Jóhnach gúla nye:k spoh yi'd gak qwaq nye:k spoh da'ópkyu.

John(a)-ch gul-a nye:-k spoh yi'd

John-Subj rabbit-Def 3/3=hunt-ss 3/3=know=how but

gak qwaq nye:-k spoh da'op-k-yu

Neg deer 3/3=hunt-ss 3/3=know=how 3=Neg-ss-Aux

John knows how to hunt rabbits but not deer.

14. Jóhnach ko ma: muwi:j yi'd gak han da'ópkyu.

John(a)-ch ko ma: muwi:-j

John-Subj pinon 3/3=eat always=do-distributive

yi'd han da'op-k-yu

but 3/3=like 3=Neg-ss-Aux

John eats pinon nuts, but he does not like them.

2.4 -tho "if"

The conditional expression "If ..., then ..." is indicated by the suffix -tho which is added to the verb stem with the same-subject marker -k.

15. Gwèma:dava mima:ktho gwe mida:vayngyu.
gwema:da-va mi-ma:-k-tho gwe mi-da:v-ay-ng-yu
meat-Dem 3/2-eat-ss-if thing 2-hurt-Future-2-Aux
If you eat this meat, you'll become sick.

16. Gwe mida:va mida'ópktho gwe minye:hingwi.
gwe mi-da:v-a mi-da'op-k-tho gwe
thing 2-hurt-Def 2-Neg-ss-if thing
mi-nye:-hi-ng-wi
3/2-hunt-Irreal-2-Aux
If you are not sick, you can go hunting.

17. Nya ya:mktho mivóma!
nya ya:m-k-tho mi-vom-a
I 1=go-ss-if 2-go=home-Imp
If I go, you go home!

18. Minyidadaha:dktho bes mie:jaykwi.
mi-nyi-dadaha:d-k-tho bes mi-e:-j-ay-k-wi
2-Sub-work-ss-if money 2/3-give-pl-Future-Aux
If you work, they will pay you.

19. Misí' qéchach nyimi:ktho migó'!

misi' qech(a)-ch nyi-mi:-k-tho mi-go-'

girl 3=be=little-Subj Sub-3=cry-ss-if 3/2-carry-Imp

If the baby girl cries, carry her!

PART VII

EPILOGUE

Epilogue

In this volume of the Hualapai Reference Grammar, we have covered essentials of the Hualapai language. What is not covered extensively in this volume is how sentences are combined to form complex sentences--only some representative constructions have been covered in PART VI in this volume. Our future project includes the completion of the second volume of the reference grammar, part of which has already begun and it will cover the topics such as:

> Narration: how we report directly or indirectly what a third person has said.
>
> How a request may be made by using such verbs as "ask," "wish," "want," etc., as in "I ask you to do ...," "I ask you that ...," "I wish you would do ...," and so on.
>
> How a command or an order may be stated using such verbs as "tell," "order," etc., as in "I tell you to do ...," "I tell you that you do ...," "I order you to do ...," and so on.
>
> How other complex sentences may be expressed using verbs such as "it is good," "like," "it is dangerous," etc., as in "It is good to work hard," "He likes to do ...," "He likes you to do ...," "It is dangerous to do ...," and so on.
>
> How one sentence may be incorporated into another--a process known as embedding, as in "I know the boy who went to Phoenix yesterday," "The boy who went to Phoenix yesterday was my little brother," and so on.

Finally the most important part of the second volume will be the discussions on stylistics based on the comparison of a variety of texts and other ways of speaking. This part also includes a description on the regional and generational differences in the use of the language.

We hope that readers have developed enthusiasm and interest in pursuing the study of Hualapai and assist us in completing the second volume.

APPENDIX I: VOCABULARY

HUALAPAI-ENGLISH

Appendix I: Vocabulary--Hualapai-English

In this appendix we include vocabulary words and grammatical morphemes that appear in this volume. Whenever appropriate, we have indicated which section of the text should be consulted for the detailed discussion on the use of a particular item. The appendix is organized in the following way:

VERBS - 478

NOUNS - 499

- Kinship Terms - 499
- Persons - 499
- Body Parts - 502
- Clothes and Personal Belongings - - - - - - - - - - - - - - - 504
- Domesticated Animals - 506
- Wild Animals - 507
- Food Items - 510
- Plants - 511
- Places - 512
- Nature - 513
- Other Nouns - 514

PRONOUNS AND PRONOMINAL PREFIXES - - - - - - - - - - - - - - - - 517

DEMONSTRATIVES AND RELATED EXPRESSIONS - - - - - - - - - - - - - 518

PREFIXES - 520

SUFFIXES - 520

LOCATIVE EXPRESSIONS - 524

PARTICLES AND ADVERBS - 525

CONJUNCTIONS - 527

QUESTION WORDS - 527

VERBS

amvk	to be covered
a:mk	to go by/to pass by
ask	to nod
a:vk	to hit
a:wvk	to be grandchildrened/to have grandchildren
bak	to boil
bavk	to roast X in the ground
baeqk	to hit
be:mk	to be no more/to be all gone
bik	to be dear
bik	to feel numb
bik	to be in an extreme condition/to be extremely
See pp. 439-440	
bilk	to be burning
bi:vk	to have a nephew/niece
boqk	(something) to spill
bu:dk	to wear a hat
buk	to store
bulk	to be wet
buyk	(two/few) to be dead
chándak	to be pretty bad (of a specif action)
chàndávk	to be very bad (of a specific action)

chánmame'!	It's bad/unfortunate!
chanmk	to be bad (of a specific action)
chudk	to be winter

da:dk	to get up
da:vk	to be sick
dawk	to hurry
dayk	(more than one) to play
de:vk	(one) to play
dimk	to shoot something small with a stringed tool
dímsik	to bounce something small
diwk	to wiggle
duyk	to be hot

dabáthk	to touch
dabílk	to burn
dabúlk	to wet
dabu:lk	to cover something large
cf. dabu:dk	to cover something small
dadaha:dk	to work
dadnyu:dk	to take a picture
dagáedk	to chop/cut one stick of wood
dage:k	to push
dagwádk	to smoke/to make smoke
dagwánk	to beat up (to death)
dagwe:kk	to turn X over
dagwi:vk	to chase

dahódk	to hide
dahódvik	to hide oneself
dake:k	to change
dakk	to throw toward the speaker
da:k	to grind X with a rock
dalámk	(for a heavy object) to be on something
dalámvk/dalámbk	to have a label/sticker on
dalápk	to make something big to be flat
daláyk	to mash
dalúthk	to burst something large
cf. dadúthk	to burst something small
dalúthvk	to be burst
dalwáyvk	to be married
damádk	to erase/to bury
damk	to throw from the speaker
damo:k	to scratch
dani:lk	to poke
danyo:mk	to prolong/to make fun of
dapsk	to slap
daqk	to bust/to break up a small object
dase:k	to make X fat
dase:yk	to make X greasy
dathbák	to iron
dathgwi:lk	to wash (clothes)
dathk	to make pecking sounds
dawínk	to choke
dayahwínk	to turn X over

cf. diyahwínk	(spelling variation)
dayahwínuk	to turn around (something small)
cf. diyahwínuk	(spelling variation)
dayahwínvk	to turn around/to turn oneself around
cf. diyahwínvk	(spelling variation)
da'ámk	to cover with a lid
da'ólk	to cook/to boil
da'ópk	Negative (do not, be not)
See pp. 155-158	
da'sáhk	to make smelly
dek	to be many
deli:k	to touch lightly/to feel out
dibóqk	to spill X
didlámk	(for a large object) to be flat
cf. diddámk	(for a small object) to be flat
didwínk	to massage
digák	to gather around
digáedk	to chop
cf. degáedk/dagáedk	(spelling variation)
digae:dk	to chop (many things)
digáevk	to split logs
dige:k	to push
diláyk	to mash
dìl-dílk	to be a large flat surfaced (=plain)
cf. dìd-dídk	to be a small flat surfaced (=plate)
dimáchk	to turn off
dimana:dk	to make into a large bundle

dinyu:dk	to write/to copy
dinyu:vk	to follow
dinyù:d-'ú:wk	to teach
diqámk	to bump/to hit with
disbe:vk	to be lopsided
disha:k	to hang
dis(h)wi:k	to shave
dis(h)wi:vk	to shave oneself
dismiye:k	to make fun of
disnáyk	to tangle
disva:lk	to tie/to put together many things
(di)swédk	to have earrings on
diswi:k	to shave some animal
diswi'k	to shave someone
dis'ányk	to wedge/to jack up/to weigh
divgáelvik	to saddle
diye:k	to be in company of/to be together
diyo:vk	to sharpen
diyu:mk	to have shoes on wrong feet
di'ínk	to halt
do:k	to be full
dowi:k	to be some
See pp. 447-448	
dó'fik	to gamble
cf. do:fik (spelling variation)	
dulk	to roll over

e:k	to give
e:kk	to give/to receive
e:mk	to send
e:vk	to hear
gadáyk	to play a game
gadóhk	to kick
cf. gidohk	(spelling variation)
gaga:vk	to buy
gage:k	to be strong
gahínyk	to circle dance
gahwákk	to put two together
gake:k	to cross
galgálk	to rattle
galk	to crack/to rattle
galye:vk	to be big
gambéyk	to have socks on
gamík	to bring
gana:k	to point at/out; to blame
gana:vk	to tell (a story)
gava:k	to ask
gavgáwk	to meet
gavgó'k	to bar/to stop
cf. gavgóhk	(spelling variation)
gavnáwk	to carry something heavy
gae:dk	to break off (many things)
gae:k	to shoot (many things)

gichgíchk	to tickle
gige:vk	(two or more) to stand
gijiga:jvk	(one person) to buy X for lots of Y
gijihiyányk	to peel
gilgiyók	to have a belt on
gilgyók	to tie something large
ginyík	to be stingy
ginyu:k	to follow in foot prints
githbálk	to tie
gi'nyányk	to bounce at the same spot
gobgóbk	to knock
go:k	to complain
golk	to shake
gowa:mk	to drive
cf. gwa:mk	(spelling variation)
gowe:kk	to be made to turn back
guwa:mk	to sound (a fading sound)
cf. gowa:mk	(spelling variation)
gwadvk	to be same
See pp. 348-350	
gwájik	to be together
gwank	to kill
gwa:wk	to talk/to speak
gweda:vk	to be sick
gwe:k	to be again/to do again
See pp. 427-428	
gwik	to be with

gwi:k	to be cloudy
gwilk	(for a large object) to roll
cf. gwidk	(for a small object) to roll
gwi:lk	to be better/to get best of
gwink	to twist/to wrap around
gwivo:k	to rain
gwi:vk	to be slicked up
gwi'jvk	(for many) to be slicked up
gyalkk	to buck
gyulk	to be long
ha:kk	to look here
halde:vk	to swim
ha:mk	to look over that way
hanbáchk	to snow
hàndáve'!	It's not good./It doesn't look good./ I don't feel it's right.
hank	to be good/to be tamed/to be fixed
hathbúyk	to wash hair
he:dk	to rope/to imprison
he:k	to dress
he'élk	to be liced/to have lice
hiyándak	to be pretty bad (of a whole situation)
cf. chándak	
hiyàndávk	to be very bad (of a whole situation)
hiyánmame'!	It's not good./I don't feel it's right.
hiyánmk	to be bad/to feel bad (of a whole situation)

hlúvkik	to run away
cf. lúvkik	(variation)
hlu:vik	to be burning
hnakk	to have a tie on
hnuk	to insult
hod'ho:dk	to squat
hòl-hólk	(for a large object) to be round
cf. hòd-hódk	(for a small object) to be round
hwakk	to be two
cf. hwáka	two
hwalk	to dig up
hwik	to smell
hwisvk	to swerve
idk	(for a small object) to stand upright
i:jiki	See yu:jkyu
i'k	to say
ja:dik	to yell
jagji:k	to step on
cf. jakji:k	(spelling variation)
ja:k	to pour/to play a musical instrument
jamánk	(for a person) to fall on something/to get X up
jamónk	(for something) to fall on a person
ja:vk	to eat up/to drink up/to finish
ja:wvk	(for more than one) to fight
jiba:kk	to come out

cf. jiba'kk	(spelling variation)
jibámk	to climb up some large object/to go out/to pat
jibévk	to be covered
jibóqk	to suck
jibúk	to charge/to rush at
jidta:dk	to crawl
jigákk	to crack (nuts)
jigáedk	to chop
jigúk	to kiss
jigwádk	to laugh
jigwák	to put away things
jigwánk	to kill
jigwe:kk	to uncover a blanket
jigwík	to ask
jigyo:k	to bite
jihwáyk	to whisper
jijqámk	to hit with one's fist
jijyu:vk	to take up for
jik	to halt
jikba:k	to climb up (small things)
jikbámk	to climb up (large things)
ji:k	to put X on top of Y
jiláyk	to be free with body/to be loose
jimìdmídk	to straighten
jimi:k	to lay X down
cf. jimí'k	(spelling variation)
jimnáyk	(for many) to be pretty/to be handsome

jimnék	to be pretty/to be handsome
jimnyáyk	to chew
jiny'k	to feel a piercing pain
jiqbóbk	to rest one's head on the chest
jiqódgk	to jump over something
jiqódk	to jump
jisáwk	to put face up in the air
jitávk	to clasp between lips
jitávk	to puff out X
jithbálk	to soak X in the mouth
jithúlk	to wash (body)
jivchu:lk	to blow up
jivyámk	to make X run
jiwá'k	to put there
jiwó'k	to put away/to place
jiya:dk	to make X fly
jiyálk	to smear/to paint
jiya:mk	to let (one) go/to send
jiya:vk	to order
jiyúdk	to put in
jiyu:kk	to send one person/animal toward the speaker
jiyu:mk	to send many persons/animals away/to herd
jiyúwk	to make X come/to send
ji'a:lk	to look over/to lean over and survey
jo:vk	(for one person) to fight
jubá'kk	to come out

cf. jibá'kk (spelling variation)

juhu:dk	to grind in the mouth
juhúik	to whistle
ke:k	to carry X on one's back
ko:vk	to be grandchilded/to have a grandchild
lapk	(for a large object) to be flat
cf. dapk	(for a small object) to be flat
laqk	to sprain
lathk	to pop
lawk	to have one's mouth open
laeqk	to be sore
lelk	(for a large object) to flap
cf. debk	(for a small object) to flap
lelk	to be torn
cf. le:lk	to tear something
lidk	(some machinery such as a motor) to be running
limk	to shoot a large object with a stringed tool
cf. dimk	to shoot with a small object
limsk	to perk
lochk	to drip a large drop
cf. dochk	to drip a small drop
lowe:k	to be wifed/to be married
lu:thk	to pop/to burst
luthvk	to be burst
machk	to be off/out

madk	to win
madtha:vk	to be goodlooking/to be aesthetically good/ to be beautiful
ma:dk	to be given a chance/to be probably
See pp. 417-419	
mafí'k	to be a quarter
mahnyo:k	to have shoes on
(gwe) ma:k	to eat
man(a)k	to get X up
mank	to fall off/down
midmídk	to be straight
mi:k	to cry
mise:k	to be scared
mise:vk	to be perfect/to be masterful
misík	to call out by name
miyálk	to make bread
miyáyk	to be scarred
miyu:jikyu	habitual action/state "always be"
cf. muwi:jikwi	always do
cf. mi:ji'i	always say
mu:dk	to knead dough
munk	to be cold

nahmídk	to hurt
nalk	to drop/to go down
namákk	to stop (doing something)
nuwídk	to prepare

nuwi:dk	to cook
nuwílk	to herd
cf. niwílk	(spelling variation)
nyahmi:k	to be husbanded/to be married
nya:k	to be black
nyáthkik	to be quiet
nyigwa:yk	to wear (clothes)
nyi'kwáyk	to be old/to be worn out
nyimsávk	to be white
nye(:)k	to hunt
nyo:mk	to be prolonged
nyu:dk	to be spotted
odúk	to build fire
qákvik	(for something) to split/to crack
qamk	to pound
qamónyk	to be stooped
qamsk	to mix
qawk	to be broken/to break
qa'qámk	to spur
qechk	(one) to be little
cf. qachk	(many) to be little
qichk	to tickle
qid'u:dkk	to be short

sadámk	to have a shawl on
cf. sidámk	(spelling variation)
sadákk	to open
sagwe:k	to back up
sahák	to hang
sahk	to be smelly/to be rotten
sak	to puncture/to give a shot
sàldili:k	to sign
sàlgidgo:k	to have a ring on
sawk	to jerk/to have one's face up in the air
sa'ámk	to close
saeqk	to spank/to whip
sbukk	to put one's head on a pillow
sbulk	to soak
se:k	to be fat
seyk	to be brown
se:yk	to be greasy
sgwank	to turn a knob
sidávk	to be proud of/to boast/to praise
sid(a)k	to be one
cf. sída	one
si:dk	to read
sid'ó'k	to poke with a stick
cf. sid'ohk	(spelling variation)
sigék	to stagger
siják	to make a stand
s(i)jík	to sweep/to brush

sijók	to pull by the hair
sijúk	to peck
sijúlk	to put a large object in something
cf. sijúdk	to put a small object in something
cf. sijúdk	to put a very samll object in something
sijúthk	to tattoo
silk	to roast in fire
silókk	to hook
silwe:yk	to lock
si:k	to name
simiye:k	to be ignorant
sinák	to horn/to poke with horns
sináyvk	to be tangled
sinyu:k	to repeat
sinyu:vk	to do again
See pp. 427-428	
siva:lvk	to be tied
sivo(:)k	to wait
si:vk	to pretend
See pp. 412-413	
siyabe:k	to make (someone/something) alive
siyahwínuk	to turn (a large object) around completely
siyahwínvk	to turn (a large object) around
siyáybk	to sway
siyé(:)k	to move toward the speaker
siyémk	to move away from the speaker
siyévk	to move toward here (near the speaker)

cf. siyáyvk	(many) to move toward here
siyu:dk	to have gloves on
si'ídk	to swagger/to feel (throbbing) pain
si'vu:kk	to separate
skwi:k	to stand
sma:jivk	to faint/to black out/to doze off
sma:k	to sleep
sme:k	to lose/to miss someone
sme:yk	to lose
snavk	to braid
spo'k	to know
cf. spohk	(spelling variation)
sqwa:nk	to peel
su:dk	to gance over at a distance
su:lk	to mess up
swa:dk	to sing
swalk	to like/to love
swalk	to be habitually/to be completely
tuyk/túik	to take off (clothes)
thagómk	to break/to crack
cf. thigómk/thaqómk/thiqómk	(spelling variations)
thám'àk	to borrow
thawk	to be little/young
thidi:ik	to be startled
thigwi:k	to wring out

thi:k	to drink
thiwílk	to have the quality of a large object's dry roughness
cf. thiwídk	to have the quality of a small object's dry roughness
thuvlúyk	to be full of big holes
cf. thuvdúyk	to be full of small holes
thuvdúy'ok	to make full of small holes
uyk	to sob
vada:dk	to get up
vaháchk	to melt
va:k	to come here/to be here
valáwk	to open one's mouth
vala:wk	to open one's mouth wide
valélk	to tear X
va:mk	to reach some destination
vanámk	to sew
vasu:k	to be green
va'úlk	to ride
vche'vk	(for a male) to have a daughter
vija:dk	to shout
vine:k	to carry X in something
viso:k	to watch/to take care of
viyádk	to look quickly
viya:dk	to fly
viya:k	to keep up with

viyámk	to run
viyu:dk	to spy
vogwa:gk	to sound/to make a sound
vogwa:mk	to make someone drive
vo:k	to walk
vo:kk	to come home
vo:mk	to go home
vonyi:k	to lead/to guide/to be with
cf. vinyi:k	(spelling variation)
vowák	to stay right in
v'qamk	to stab with a knife
wadk	to be insufficient/to be lacking/to be stuck with
See pp. 449-500	
waha:vk	to be possessive
wàhiyo:vk	to steal
wàjijibe:k	to scold
wa:k	to sit slowly
walba:k	to believe falsely (things that are not true)
wa:mk	(many) to take someone along
wami:k	to hate
cf. wamí'k	(spelling variation)
wàmiye:k	to be angry
wanya:k	to forget
wàsavláyk	to be mean
wasi:vk	to think
wa:vk	to be ten

cf. wava	ten
wayo:k	(many) to sit/to live
cf. wayó'k	(spelling variation)
wayu:k	to voice anger
wày'yahánk	to make someone feel good
wa'k	to sit/to live
cf. wa:k	(spelling variation; sometimes 'to sit slowly')
wi:dk	to finish/to complete [This appears as a pro-verb in construction with qech(i)m "little by little."]
See pp. 441-444	
wi:j(i)kwi	See yu:jkyu
wi:k	to do/to have
wikk	to start doing something (to the speaker)
wimk	to do something away from the speaker
[illegible]:k	to believe
[illegible]e:k	to be alive
[illegible]dk	(for something) to fly
[illegible]	to be first
yahánk	to fix/to make X tamed
yak	to lay
yakk	to lie down
ya:kk	to pick/to collect
ya:mk	to go
yawílik	to get worse
yiba:tk	to be skilled
yigók	to carry something light

yimák	to dance
yimúk	to be new
yi'dk	to be supposed to/to be expected to
See pp. 420-423	
yo:k	to get/to obtain
cf. yo'k	(spelling variation)
yomk	to go out/to get X
yo:qk	to vomit
yo:vk	to be sharp
yo:vk	to make
yu:dk	to get in/to spy
yu:dkk	to come in
yu:dmk	to go in
yu:jkyu	occasional action/state "to be once in a while"
cf. wi:j(i)kwi	
cf. i:jiki	
See pp. 429-431	
yu:k	to be
yu:mk	to be next
yuwk	to come
yù(')dismiyáyk	to fool
'gowékvik	to be backward
'u:k	to see
'u:kk	to come and see
'u:mk	to go and see

NOUNS

Kinship Terms

áwa	one's son's child/grandchild
a:wa	grandchildren
báya	female cousin
bi:	female's brother's child
dála	father
diyúch	relative
cf. diyu:ch	relatives
cf. diyévi	relatives (general/many)
gínya	younger sibling
cf. gi:nya	younger siblings
cf. gi:nyk	to have a younger sibling
góda	mother's mother
gwáwa	mother's father
gwéla	mother's brother
humé(')	son
cf. humáy	sons
jída	mother
jiga:va	male cousin
kácha/nukácha	male's step-child/step-father
ko:	one's daughter's child
kunyé'	son-in-law/female's step-son
lowá'	wife
cf. luwá'/lowa:/luwa:	(spelling variation)

míla	mother's younger sister
mónya	father's mother
nabó'	grandfather
cf. nabo:	(spelling variation)
naja:	father's younger brother
ngajá'	male cousins
cf. nigajáh	(spelling variation)
nibí'	father's sister
cf. nibi:	(spelling variation)
nithí	mother's older sister
nithi:	(spelling variation)
níya	older sibling
cf. ni:ya	older siblings
cf. ni:(y)k	to have an older sibling
no'	female's older sister's child
cf. no:/hno'	(spelling variation)
núda	male's female cross-cousin
nuwí	father's older brother
nyahmí'	husband
su:ja	male's older brother's child
tháwa	female's daughter
viché'	male's daughter
cf. vche'	(spelling variation)
vnye'	daughter-in-law/female's step-daughter
wána	male's sister's child
cf. hwána	(spelling variation)
wísa	female's younger sister's child

Persons

aba:	man/person
cf. 'ba:/ba:/ba'	(spelling variation)
badáy	old man
bakhé'd	policeman
baqí	woman
baqu:	women
dinyù:d-bak'ú:wo	teacher
dinyù:da-gwám	mailman
githyé'	medicine man
cf. githyáy	medicine men
givsó	herder/farmer
gwagúy	old lady
cf qamwídm	(spelling variation)
gwèdamúna	ice-maker
gwèdathgwíla	washer/cleaner
gwèjadi:	ghost
cf. gwèjidi:	(spelling variation)
gwèjiviya:da	pilot
gwègida'óla	cook/chef
cf. gwègid'óla	(spelling variation)
gwègidáyya	player (e.g., sports)
gwègija:	musician
gwègisi:da	reader
haygú	whiteman

haygù-githyé'	doctor
hmany	child
cf. hma:ny	children
hme:	boy
cf. hme'	(spelling variation)
cf. hma:d	boys
Hwalbáy	Hualapai (people/language)
misí'	girl
cf. misi:	(spelling variation)
mìsi(')qéch	little girl
cf. msi(')qéch	(spelling variation)
nuwa:	friend
cf. nowa:	(spelling variation)
waksìgnyihád(a)	cattleman
waksìgwíj	cowboy

Body Parts

hu'	head
cf. hu:	(spelling variation)
jikbú	the part below the rib
jivsó'	ribs
cf. jivso:	(spelling variation)
jiya:k	bone
ma:d	body
mibát	leg
mibúk	knee

midì:jqéch	little toe
mìgavdé'	big toe
milgá'	large ankle
cf. milgáh	(spelling variation)
cf. midgá'/midgáh	small ankle
milqí	neck
mi'	foot
mì'sidwó	toe nail
qwaw	hair
qwàw-sanáv	braid
sal	hand
saldí'j	finger
sàlgasva:d	wrist
sàl-gathád	left hand
sàlgavdé'	thumb
salmák	shoulder
sàl'sidwó	finger nail
sidwó	nail
sìginy'ók	elbow
silbú'	arm pit
smadk	ear
cf. smalk	large ear
thipíl	skin
thivdí'	arm
cf. thivdi:	(spelling variation)
yàvnyimi:	beard
yavpí'	chin

cf. yavpi:	(spelling variation)
yay	nose
ya'	mouth
cf. ya:	(spelling variation)
yibál	tongue
cf. yi'bál	(spelling variation)
yimwa:l	calf of one's leg
yitád	back
yiwíl	thigh
yiwílpi	hip
yo'	tooth
cf. yo:	(spelling variation)
yumbúl	forehead
yu'	eye/face
cf. yu:	(spelling variation)
yù'galmé'	eyebrow
yù'sunyá'	eyelash
cf. yù'sunya:	(spelling variation)
yu'thúl	cheek
yu'wáy	heart/chest
cf. yuhwáy	(spelling variation)

Clothes and Personal Belongings

bud	hat
cf. bu:d	hats
chaw	cloth/rag

dani:do	pocket
gilgióvi	belt
he'	dress
hnáki	tie
cf. gwehnáki	(variation)
jaláy	personal belongings
jeqví	diaper
jibévi	blanket
kamwíd	pants
cf. kamhwíd	(spelling variation)
kamwìd-ya:lwaj	underwear
mahnyó'	shoes
mahnyò'gambéy	socks
mahnyò'-ilíl	boots
nya'	watch
cf. nya:(')	watches
nyigwáy	shirt
nyigwàydamnálv(a)	long coat
nyigwàyvdé'	jacket
qwàq-mahnyó'	moccasin
sadám	shawl
cf. sidám/sidámi	(variations)
sàlgidgó'	ring
sàlsiyu:di	glove
sijívi	comb
cf. siji:vi	combs
skùl-hnáki	beaded necklace/bolo tie

cf. sakù:la-hnáki	(spelling variation)
skùl-sadám	beaded cape
smàdkadiswédi	earrings
yù'das'ámi	glasses

Domesticated Animals

bos	cat
bòs-tháw	kitten
gane:lo	sheep
gwalyáw	chicken
cf. gwal(i)ya:w	chickens
gwalyàwgavdé'	rooster
gwalyàw-tháw	chick
halavu:do	donkey
hà'qanmo:	duck
hwànygadád	pig
cf. hwànygada:d	pigs
oló	horse
cf. olo:	horses
savádo	goat
waksí	cow
'had	dog
'hàdgavdé'	male dog
cf. 'hàdgavde:	(spelling variation)
'hàd-tháw	puppy
cf. 'hàd-tha:w	puppies

Wild Animals

ahmá'	quail
cf. 'hma'	(spelling variation)
amú'	mountain sheep
cf. 'mu'	(spelling variation)
diksí	prairie dog
dilgwám	horny toad
dalpo:	fat lizard
dathíl	lizard
cf. dathi:l	lizards
cf. dathi:lk(a)	an area where we find lots of lizards
dilbú'	road runner
gadáda	porcupine
gadu:la	black lizard
gathád	coyote
cf. kathád	(variation)
gúla	jack-rabbit
cf. gu:la	rabbits
guwí'	dove
guwíla	mocking bird
gwalido:	pigeon
hadgwíla	wolf
halgavá'	turtle
cf. halgava:	(spelling variation)
hami:da	chipmunk

hamílda	squirrel
hànykadápka	butterfly
hànykasávda	centipede
hinyá'	frog
cf. hinya:	(spelling variation)
hlo'	cottontail
hwi:wo'	skunk
ichí'i	fish
cf. ichí'	(spelling variation)
cf. ichi:k(a)	an area where we find lots of fish
ilwí	snake
cf. ilwi:	snakes
cf. ilwi:k(a)	an area where we find lots of snakes
iya:s	turkey
iyu:'	owl
jibáy	bird
jimyúl	ant
cf. jimyu:lk(a)	an area where we find lots of ants
jimpúk	little (red) ant
cf. jinpúk	(spelling variation)
cf. jimpu:kk(a)	an area where we find lots of little red ants
jiqbányk	bat
mahwa:'	badger
malgá	packrat
mathúl	chuckawalla
mathúlda	gila monster
minmín	hummingbird

mithín'	buffalo
cf. mithín (spelling variation)	
muhwá'	wild hog
nagó	bear
ni:s	spider
cf. ni::sk(a) an area where we find lots of spiders	
ni:sdagwánk	scorpion
nithi:	ant
cf. nthi: (spelling variation)	
nyimída	mountain lion
nyimí'	bobcat
qa:q	crow
qoqód	fox
qwaq	deer
cf. qwa'q/qwa:q (spelling variation)	
qwáqda	elk
sinyída	hawk
thambo:	bee
cf. thambo::k(a) an area where we find lots of bees	
thambu:dg	fly
cf. thambu:dgk(a) an area where we find lots of flies	
uwé'	mouse
cf. 'we' (spelling variation)	
cf. uwe:(')/'we:(') mice	
u'hu:l	kangaroo-rat
'm'ul	antelope/pronghorn
cf. am'úl (spelling variation)	

Food Items

adúth	rice
ba:b	potatoes
diyách	corn
gàmduqwáth	cantelope
gith'e:	sqawberry
goth	coffee
gwehwál	vegetable
gwema:d(a)	meat
gwesmgwín	mush
hamdé'	pumpkin
hnal	gourd
cf. hna:l	gourds
ithi:	salt
ko'	pinon tree/nut
cf. ko:yk	to be pinony/to be full of pinons
madi:k	bean
cf. midi:k	(spelling variation)
miyál	bread
cf. miya:l	breads
miyàldavdívi	tortilla
cf. miyàldavdi:k	to make tortilla
miyàl-miyúl	cooky
cf. miyàl-miyu:l	cookies
qwaqdúv	deer jerky

cf. qwaqdu:v	deer jerkies
cf. qwaqdu:vk	to be full of jerkies
qwàthga'ól	orange
thabál	peach
viyál	mescal
waksì-ma:d(a)	beef
waksìnyimáy	milk

Plants

ahá'	cottonwood tree
aláv	prickly pear
cf. 'lav	(spelling variation)
atá'	reed
cf. ata:/ata'/'ta:	(spelling variations)
a'á'	saguaro
cf. a'a:/a'á	(spelling variations)
dad	thorn
hwa:l	ponderosa pine
joq	juniper
manád	yucca
mildád	barrel cactus
wil	weeds
cf. wi:lk	to be weedy

Places

bàdigávo	C.A.P. building/gathering place
bahé'do	jail
cf. bahé:do	(spelling variation)
Banyà:nyuwá	Phoenix
besbu:jo	bank
da'ólvo	sweat-house/lodge
dinyù:d'ú:jo	school
dinyù:dvá:wo	post office
gathàdgana:vjo	church
gwedivjùd-dáyyo	gymnasium
gwehwálo	garden/field
gwejámo	dump
gwemá(:)jo	cafe
ha'ámo	stream/river
ha'he:lo	river/waterwall
Hàkdugwi:v	Peach Springs
haygùnyuwá(:)	town
hma:nyqàch-bavisó:jo	daycare center
isavgó	corral
cf. isivgó	(spelling variation)
jikmi:	wash
kwasivdìv-dadákjo	gate
kwasivdìv-sa'ámjo	gate
mad	land
màddildíl	plain

cf. màddildi:lk	to be plainy/to be plain-like
màdjevyo:jo	clinic
mudgáy	mud
cf. madga:yk	to be muddy
mùlvwayo:wo	Tribal Office
nya:	road
nyàja'álo	east
nyud'u:jo	school
See dinyù:d'ú:jo	
sa'ádjawo	store
sma:jo	motel
swévo	swing
wambo:dnyo	railroad track
'wa'	house
cf. 'wa:/awá'/awa:	(spelling variations)
'wá'wo	house
yasék	shade
cf. yasa:yk	to be shady

Nature

chud	winter
cf. chu:dk	to be winterly
gafo:y(a)	thunder season
cf. gafo:yk	to be thunder season
g(u)wí	cloud
cf. g(u)wi:k	to be cloudy

hajuwá	sand
hamsí	star(s)
màdakwíd	whirlwind
cf. màdakwi:dk	to be whirlwindy
madhé	wind
cf. madháy	strong wind
nya:	sun
ó'o	fire
wi:	rock/mountain
cf. wi'	(spelling variation)
cf. wi:k	to be rocky
'ha:	water
cf. 'ha'/ha'	(spelling variations)

Other Nouns

agwá	horn
cf. 'gwa/gwa	(spelling variations)
akwá	knife
cf. 'kwa/kwa	(spelling variations)
anbíl	automobile
bàdinyu:di	camera
bes	money
besbu:yi	purse
chaw	rags
divgéli	saddle
gàl-gál	large rapid clanging noises

cf. gàd-gád	small rapid clanging noises
gwe	something
gwede:	doll/toy
cf. gwedáy	dolls/toys
gwèdadúvi	dryer
gwèdalgóbi	drum
gwèdamúni	refrigerator
gwèda'óli	pot
gwèdinyu:di	pen/pencil
gwègida'óli	cooker
cf. gwègid'óli	(spelling variation)
gwehnúi	dustpan
gwèjama:vi	rake
gweja:yi	musical instrument, record-player, radio, etc.
gwèjimnyáy	gum
gwèjithu:li	sink
gwesgwíd	rope
gwesi:di	book
gwèva'úli	bicycle
cf. gwèva'u:li	bicycles
gwèviya:d'iji	airplane
gwèviyám	car
cf. gwègiviya:m(a)	(variation)
gwevóy	tire
cf. gwevo:y	tires
gwewál	feather
hàldami:nya	a week

hla:	month
hà'sgwíni	faucet
i/'i	wood
cf. i'í	(spelling variation)
cf. i'i:k	to be woody
jeqví	diaper
kwàgadwís	hammer
kwàqwidqwíd	nail
kwàsadsa:d	fork
kwàsivdív	fence
cf. kwàsivdi:k	to fence
làth-láth	large popping noises
cf. dàth-dáth	small popping noises
lòb-lób	large thumping noises
cf. dòb-dób	small thumping noises
màdjijá'yi	rug
màdsiyu:ki	shovel
mul	name
cf. mulvi:k	to be a big shot
nyimí	fur
cf. nyimi:k	to be furry/to be hairy
nyud	spot
cf. nyu:dk	to be spotted
pi	matate
sibúk	pillow
wal	feather
wambód	train

cf. wambo:d	trains
wáyyi	chair
yò'juthúli	toothbrush
cf. yò'jithúli	(spelling variation)
cf. yò'juthu:li	toothbrushes
'mhu:l	ash
'pa'	bullet
cf. 'pa:	bullets
'wa'júdi	mop
'wà'sa'ámi	door
'wà'sijíyi	broom
('wà')silwéyi	lock
cf. ('wà')silwe:yi	locks

PRONOUNS and PRONOMINAL PREFIXES

nya	first person ("I")
ma	second person ("you")
'-/a-	first person prefix
See pp. 204-212	
m-/ma-/mi-/mu-	second person prefix
See pp. 204-213	
ø-	third person prefix
See pp. 204-213	
-ng (-k + m-)	same-subject marker and second person prefix
See p. 206	

DEMONSTRATIVES and RELATED EXPRESSIONS (See pp. 218-234)

va	this one closest to the speaker
cf. nyiva	this very closest one
See pp. 218-219	
ya	this one close to the speaker
cf. nyiya	this very one close to the speaker
See pp. 219-220; also p. 228	
wa/wi	that one which one can point at
cf. nyiwá/nyiwí	that very one
See pp. 220-221; also p. 228	
nyu	this one very close/rather close to the speaker that one right there
cf. nyinyú	this very one that is close/that very one right there
See pp. 221-222	
ha	that one way over there
cf. nyihá	that very one way over there
See p. 223	
tha	that one remote, distant or not visible
cf. nyithá	that very one remote, distant or not visible
See pp. 223-224; also p. 229	
viyá	right this one by pointing at
See p. 230	
viwá	right that one by pointing at
See pp. 230-231	

ve	around this closest place
ye	around/in this place
we	around right there
he	around way over there
the	around there remote, distant or not visible

For the above, see pp. 231-232

nyivák	at right around here
nyiyák	at round here
nyiwák	at around there
nyihák	at around way over there
nyithák	at around that place remote, distant or invisible

For the above, see pp. 232-233

nyivál/nyivúl	in this place right here
nyiyál/nyiyúl	in here
nyiwál/nyiwíl	in that place
nyihál	in that place way over there
nyithál	in that remote, distant or invisible place

For the above, see p. 233

nyivám	at this time right now
nyiyám	at this time/now
nyiwám	at that time/then
nyihám	in those days/then
nyithám	at that remote, distant or mythical time

For the above, see p. 233

PREFIXES

d-	causative prefix
See pp. 357-359	
j-	causative prefix
See pp. 359-361	
nya-	subordinator
cf. ny'-/nyi-/nyu- (variations)	
See pp. 457-459	
nyi-	possessive prefix in nyihad
nyi-/nyu-	specifier when added to a demonstrative pronouns
See p. 218	
s-	causative prefix (self-initiated)
See p. 362	
v-	causative prefix
See p. 361	
va-	intensifier
ya-	causative prefix
See p. 362	

SUFFIXES

-a	command suffix
See pp. 149-151	
-a	definitizer
-ay	future suffix

See pp. 381-386

-ch subject case marker

See p. 50

-dáv emphatic suffix

See pp. 436-438

-da temporal suffix "and then"

See pp. 461-462

-e general locative suffix

See p. 60

-é vocative suffix

cf. -yé plural form of -é

See pp. 71-74

-é question auxiliary

See pp. 112-117

-h(a) demonstrative suffix "that one way over there"

See p. 226-227

-h(i) irrealis suffix

See pp. 381-386

-ho sequential suffix

See pp. 463-464 also see -da

-i auxiliary verb used primarily with a verb of speaking

See pp. 80-83; also 94-102

-j(i) plural suffix

See pp. 285-328; also p. 341; also pp. 345-347

-k same-subject marker

See pp. 75-76

-k	locative suffix (at/on/around)
See p. 57	
-k	directional suffix (to/toward the speaker)
See p. 57	
-l	locative suffix (in)
See pp. 59-60	
-l	directional suffix (into)
See pp. 59-60	
-m	adverbial marker (time & manner)
See pp. 69-71	
-m	different-subject marker
See pp. 76-77	
-m	directional suffix (away from/(go)by/over)
See pp. 58-59	
-m	instrumental suffix "by using/with"
See pp. 55-56	
-m	commitative suffix (with someone)
See pp. 54-55	
-mé	question auxiliary
See pp. 118-119	
-m(i)	verbal suffix "start (momentarily/shortly)"
See pp. 368-370	
-mò	dubitative suffix
See pp. 400-404, see also yímò	
-ny	past tense/perfective suffix
See pp. 390-391	
-ny(a)	verbal suffix "also"

See pp. 365-366

-ny(u)	demonstrative suffix "this/that very one" See p. 226
-o	evidential suffix See pp. 392-394 and also p. 395 See also -w/-aw; also pp. 392-397
-o/-wo-yo	applicative suffix (-o after a verb stem with a consonant) (-yo after a verb stem ending with y) (-wo in all other environments) See pp. 375-379
-o/-wo	detached suffix (-wo after a long vowel) (-o in all other environments) See pp. 191-194 also -yo
-tho	conditional suffix "if" See pp. 471-472
-v/-vi/-va	demonstrative suffix "this very close one" See p. 225
-v(i)/-b(i)	reciprocal suffix "each other/one another" See pp. 386-387
-v(i)	reflexive/stative/passive suffixe See pp. 387-390
-w/-aw	evidential suffix See 394-395; also see -o; also pp. 398-400
-wé	question auxiliary with a transitive verb See pp. 110-112

-wi	auxiliary verb primarily with a transitive verb
See pp. 79-80; also pp. 94-102	
-yi	auxiliary verb used with a verb of emotion
See pp. 82-83; also pp. 94-102	
-y/-i	verbal suffix "again"
See pp. 373-375	
-yò	verbal suffix "do something when not supposed to"
See pp. 379-381	
-yo	detached suffix appearing at the end of a sentence
See pp. 191-194	
-yu	auxiliary verb primarily with an instransitive verb
See pp. 78-79; also pp. 94-102	
-'ì/-i/-'à	instantaneous suffix "suddenly"
See pp. 371-373	

LOCATIVE EXPRESSIONS (See pp. 61-68)

búkal	at the foot of/at the boundary of
du:l	in the middle of
cf. du:nyul	right at the center
du:jal	in between
gwájim	near/besides (away from the reference point)
gwíji(v)k	near/besides (close to the reference)
ja:hk	on top of
ja:hm	over the top of
mákal	in the back/back-to-back
mákol	in the back of (a person)

ya:k	in front of
ya:kal	in front of the interior of
ya(:)l	under
ya:mal	alongside/in the front area of

PARTICLES and ADVERBS

ba	particle "all/them/us"
bay	particle all
bé	emphatic particle appearing immediately after an element to be emphasized
See pp. 143-147	
du	emphatic particle "just/really"
See pp. 434-435	
du:y i'k/yik/wik	adverbial "faking/pretending/fooling"
See pp. 410-411	
e'	"yes"
gak	negative particle appearing usually at the beginning of a sentence
See pp. 158-159	
há/má	hortative particles appearing at the end of a sentence
See pp. 148-149	
hal'ápk	"at dawn"
hal'ápm	"close to dawn"
í'mò	dubitative particle with a verb of speaking
See p. 213 and also -mò	
jiv/jíjiv/dújuv	particle "getting ready"
See pp. 451-453	

makanya:m	"yesterday"
med	"later"
nahmíd	particle "after a hard task/after all this time/finally"
See pp. 445-446	
o'p	"no"
pid	particle "only"
See pp. 432-433	
va:m	"now/today"
vilwi:vm	"in the center of (time)"
wal(a)/gwal(a)	"want/wish/desire"--functions like a particle
See pp. 414-416	
wímò	dubitative particle in a transitive sentence
See p. 213; see also -mò	
yapa:k	"at night"
cf. yapa:ch "night"	
ye:kam	"tomorrow"
yímò	dubitative particle in a sentence with a verb of emotion
See p. 213; see also -mò	
yékdam	"in the morning"
yu:mè	sentence ending particle/reaffirmation
cf. wi:mè; i:mè and yi:mè	
See pp. 424-426	
yu:mò	dubitative particle in an intransitive sentence
See p. 213; see also -mò	

CONJUNCTIONS

mi	or
See pp. 466-467	
nyi'óm	or
See p. 468	
yid/yi'd/yi:d	but
See pp. 469-470	

QUESTION WORDS (See pp. 125-143)

ga/ge	how/somehow
gav	specifically how
ga	who/someone
vga	specifically who
ganyúm	when/sometime
gàv(gi)yu:j	which specific one (among two or more)
gàvyu:im/gàvyu:yim	specifically why
gayu:im/gayu:yim	why
gayu:j	which (among two or more)/some one/some thing
ge	where/somewhere
vge	which specific place
gwegayu:	what/something
cf. gyu:	abbreviated slang
gwegavyu:	specifically what

APPENDIX II: VOCABULARY

ENGLISH-HUALAPAI

Appendix II: Vocabulary--English-Hualapai

VERBS - 530

NOUNS - 550

Kinship Terms - 550

Persons - 551

Body Parts - 553

Clothes and Personal Belongings - - - - - - - - - - - - - - - - 554

Domesticated Animals - 556

Wild Animals - 556

Food Items - 559

Plants - 560

Places - 561

Nature - 562

Other Nouns - 563

PRONOUNS AND PRONOMINAL PREFIXES - - - - - - - - - - - - - - - - 566

DEMONSTRATIVES AND RELATED EXPRESSIONS - - - - - - - - - - - - - 566

PREFIXES - 568

SUFFIXES - 569

LOCATIVE EXPRESSIONS - 572

PARTICLES AND ADVERBS - 573

CONJUNCTIONS - 575

QUESTION WORDS - 575

VERBS

ask	gava:k
ask	jigwík
bar/stop	gavgó'k/gavgóhk
back up	sagwe:k
be	yu:k
be a large flat surfaced (=plain)	dìl-dílk
cf. be a small flat surfaced (=plate)	dìd-dídk
be a quarter	mafí'k
be again/do again	gwe:k
See pp. 427-428	
be alive	yabe:k
be angry	wàmiye:k
be backward	'gowékvik
be bad (of a specific action)	chanmk
It's bad/unfortunate!	Chánmame'!
be pretty bad (of a specific action)	chándak
be very bad (of a specific action)	chàndávk
be bad, feel bad (of a whole situation)	hiyánmk
It's not good/I don't feel it's right.	Hiyánmame'!
be pretty bad (of a whole situation)	hiyandak
be very bad (of a whole situation)	hiyàndávk
be better/get best of	gwi:lk
be big	galye:vk
be black	nya:k

be broken/break	qawk
be brown	seyk
be burning	bilk
be burning	hlu:vik
be burst	dalúthvk
be burst	luthvk
be cloudy	gwi:k
be cold	munk
be covered with	amvk
be blanket-covered	jibévk
(two/few) be dead	buyk
be dear	bik
be fat	se:k
be first	yafó'k
(a large object) be flat	didlámk
cf. (a small object) be flat	diddamk
(a large object) be flat	lapk
cf. (a small object) be flat	dapk
be free with body/be loose	jiláyk
be full	do:k
be full of big holes	thuvlúyk
cf. be full of small holes	thuvduyk
be given a chance/be probably	ma:dk
See pp. 417-419	
be good/be tamed/be fixed	hank
It's not good./It doesn't look good. I don't feel it's right.	Hàndáve'!

be goodlooking/be aesthetically good/ be beautiful	madtha:vk
be grandchilded/have a grandchild	ko:vk
be grandchildrened/have grandchildren	a:wvk
be greasy	se:yk
be green	vasu:k
be habitually/be constantly	swalk
be hot	duyk
be husbanded/have a husband	nyahmi:k
be ignorant	simiye:k
be in an extreme condition/be extremely	bik
See pp. 439-440	
be in company of/be together	diye:k
be liced/have lice	he'élk
be little	qechk
cf. (many) be little qachk	
be little/be young	thawk
be long	gyulk
be lopsided	disbe:vk
be made to turn back	gowe:kk
be many	dek
be married	dalwáyvk
be mean	wàsavláyk
be new	yimúk
be next	yu:mk
be no more/be all gone	be:mk

be not enough/be lacking/be stuck with	wadk
See pp. 449-450	
be off/be out	machk
be old/be worn out	nyi'kwáyk
(a heavy object) be on something	dalámk
be one	sidk/sídak/sídik
cf. one sida	
be perfect/be masterful	mise:vk
be possessive	waha:vk
be pretty/be handsome	jimnék
cf. (many) be pretty jimnayk	
be prolonged	nyo:mk
be proud of/boast/praise	sidávk
be quiet	nyáthkik
(a large object) be round	hòl-hólk
cf. (a small object) be round	hòd-hódk
(machinery) be running	lidk
be same	gwadvk
be scared	mise:k
be scarred	miyáyk
be sharp	yo:vk
be short	qid'u:dkk
be sick	gweda:vk
be sick	da:vk
be skilled	yiba:tk
be slicked up	gwi'jvk
be slicked up	gwi:vk

be smelly/be rotten	sahk
be some	dowi:k
See pp. 447-448	
be sore	laeqk
be spotted	nyu:dk
be startled	thidi:ik
be stingy	ginyík
be stooped	qamónyk
be straight	midmídk
be strong	gage:k
be supposed to/be expected to	yi'dk/yi:dk
See pp. 420-423	
be tangled	sináyvk
be ten	wa:vk
cf. ten wava	
be tied	siva:lvk
be together	gwájik
be torn	lelk
cf. to tear le:lk	
be two	hwakk/hwákak/hwákik
cf. two hwaka	
be wet	bulk
be white	nyimsávk
be wifed/be married	lowe:k
be winter	chudk
be with	gwik
beat up to death	dagwánk

believe	yaba:k
believe falsely (things that are not true)	walba:k
bite	jigyo:k
blow up	jivchu:lk
boil	bak
borrow	thám'àk
bounce at the same spot	gi'nyányk
bounce something small	dimsík
braid	snavk
break/crack	thagómk/thigómk
cf. also thaqomk/thiqomk	
break off (many things)	gae:dk
bring	gamík
buck	gyalkk
build fire	odúk
bump/hit with	diqámk
burn	dabílk
burst something large	dalúthk
cf. burst something small	daduthk
bust/break up a small object	daqk
buy	gaga:vk
(one) buy (for lots of people)	gìjiga:jvk
carry in something	vine:k
carry on one's back	ke:k
call out by name	misík

carry something heavy	gavnáwk
carry something light	yigók
change	dake:k
charge/rush at	jibúk
chase	dagwi:vk
chew	jimnyáyk
choke	dawínk
chop/cut one stick of wood	dagáedk
chop	digáedk
cf. also degáedk/dagáedk	
chop many things	digae:dk
chop	jigáedk
circle dance	gahínyk
clasp between lips	jitávk
climb up (small things)	jikba:k
climb up (a large thing)	jikbámk
close	sa'ámk
come	yuwk
come and see	'u:kk
come here/be here	va:k
come home	vo:kk
come in	yu:dkk
come out	jiba:kk/jibá'kk
cf. also juba'kk/juba:kk	
complain	go:k
cook/boil	da'ólk
cook	nuwi:dk

cover something large	dabu:lk
cf. cover something small dabu:dk	
cover with a lid	da'ámk
crack/rattle	galk
crack nuts	jigákk
crawl	jidta:dk
cross	gake:k
cry	mi:k
dance	yimák
dig up	hwalk
do/have	wi:k
do again	sinyu:vk
See pp. 427-428	
do something to the speaker	wimk
dress	he:k
drink	thi:k
drive	gowa:mk/gwa:mk
drip a large drop	lochk
cf. drip a small drop dochk	
drop/go down	nalk
eat	(gwe) ma:k
eat up/drink up/finish up	ja:vk
erase/bury	damádk
faint/black out/doze off	sma:jivk

fall off/fall down	mank
(something) fall on a person	jamónk
(a person) fall on something/get X up	jamánk
feel a piercing pain	jiny'k
feel numb	bik
(one person) fight	jo:vk
(more than one) fight	ja:wvk
finish/complete	wi:dk
See pp. 441-444	
fix/make X tamed	yahánk
(a large object) flap	lebk
cf. (small object) flap debk	
fly	viya:dk
(for something) fly	ya:dk
follow	đinyu:vk
follow in foot prints	ginyu:k
fool	yù(')đismiyáyk
forget	wanya:k
gamble	dó'fik/do:fik
gather around	digák
get/obtain	yo:k/yo'k
get/be a spy	yu:dk
get up	da:dk
get up	vada:dk
get up	mának/man'k
get worse	yawɨ́lik

give	e:k
give/receive	e:kk
glance over distance	su:dk
go	ya:mk
go and see	'u:mk
go by/pass by	a:mk
go home	vo:mk
go in	yu:dmk
go out/pat	jibámk
go out and get X	yomk
grind in the mouth	juhu:dk
grind X with a rock	da:k
habitual action/state	miyu:j(i)kyu
cf. also muwi:j(i)kwi/mi:jiki	
halt	jik
halt	di'ínk
hang	sahák
hang	disha:k
hate	wamí'k/wami:k
have a belt on	gìlgiyók
(a male) have a daughter	vche'vk
have a label on/have a sticker on	dalámvk/dalámbk
have a nephew/niece	bi:vk
have a ring on	sàlgidgo:k
have a shawl on	sadámk
have a tie on	hnakk

have gloves on	siyu:dk
have shoes on	mahnyo:k
have the quality of a large object's dry roughness	thiwílk
cf. have the quality of a small object's dry roughness	thiwídk
have earrings on	(di)swédk
have one's face up in the air	sawk
have one's mouth open	lawk
have shoes on wrong feet	diyu:mk
have socks on	gambéyk
hear	e:vk
herd	nuwílk/niwílk
hide	dahódk
hide oneself	dahódvik
hit	a:vk
hit/slap	baeqk
hit with fist	jijqámk
hook	silókk
horn/poke with horns	sinák
hunt	nye(:)k
hurry	dawk
hurt	nahmídk
insult	hnuk
iron	dathbák
jerk	sawk

jump over something	jiqódgk
jump	jiqódk

keep up with	viya:k
kick	gadóhk/gidóhk
kill	gwank
kill	jigwánk
kiss	jigúk
knead dough	mu:dk
knock	gòbgóbk
know	spo'k/spohk

laugh	jigwádk
lay	yak
lay X down	jimík/jimí'k
lead/guide/be with	vonyi:k/vinyi:k
let (one) go/send	jiya:mk
lie down	yakk
like/love	swalk
lock	silwe:yk
look here	ha:kk
look over that way	ha:mk
look over/lean over & survey	ji'a:lk
look quickly	viyádk
lose/miss someone	sme:k
lose	sme:yk

make	yo:vk
make a stand	siják
make bread	miyálk
make full of small holes	thuvdúy'ok
make fun of	dismiye:k
make into a large bundle	dimana:dk
make alive	siyabe:k
make come/send	jiyúwk
make drive	vogwa:mk
make fat	dase:k
make someone feel good	wày'yahánk
make something big to be flat	dalápk
make fly	jiya:dk
make greasy	dase:yk
make pecking sounds	dathk
make run	jivyámk
make smelly	da'sáhk
mash	daláyk/diláyk
massage	didwink
meet	gavgáwk
melt	vaháchk
mess up	su:lk
mix	qamsk
move away from the speaker	siyémk
move toward the speaker	siye(:)k/siye(:)kk
move toward here	siyévk

cf. (many) move toward here siyáyvk

name	si:k
negative/do not/be not	da'ópk
See pp. 155-158	
nod	ask
occasional action/state	yu:j(i)kyu
cf. wi:jikwi/i:jiki cf. also miyu:j(i)kyu	
See pp. 429-431	
open	sadákk
open one's mouth	valáwk
open one's mouth wide	vala:wk
order	jiya:vk
peck	sijúk
peel	gijihiyányk
peel	sqwa:nk
perk	limsk
pick/collect	ya:kk
(one) play	de:vk
cf. (more than one) play dayk	
play a game	gadáyk
point out/at; blame	gana:k
poke	dani:lk
poke with a stick	sid'ó'k/sid'óhk
pop	lathk
pop/burst	lu:thk

pound	qamk
pour/play musical instrument	ja:k
prepare	nuwídk
pretend	si:vk
See pp. 412-413	
prolong/make fun of	danyo:mk
puff off/out	jitávk
pull by the hair	sijók
puncture/give a shot	sak
push	dage:k
push	dige:k
put a large object in something	sujúlk
cf. put a small object in something	sijúdk
cf. put a very small object in something	sijudk
put away things	jigwák
put away/place	jiwó'k
put face up in the air	jisáwk
put head on a pillow	sbukk
put in	jiyúdk
put there	jiwá'k
put X on top of Y	ji:k
put two together	gahwákk
rain	gwivo:k
rattle	gàlgálk
reach some destination	va:mk
read	si:dk

repeat	sinyu:k
rest head on the chest	jiqbóbk
ride	va'úlk
roast in fire	silk
roast X in the ground	bavk
(a large object) roll	gwilk
cf. (a small object) roll gwidk	
roll over	dulk
rope/imprison	he:dk
run	viyámk
run away	hlúvkik/lúvkik
saddle	divgáelvik
say	i'k/i:k/ik
scold	wàjijibe:k
scratch	damo:k
see	'u:k
send	e:mk
send one toward the speaker	jiyu:kk
send many away/herd	jiyu:mk
separate	si'vu:kk
sew	vanámk
shake	golk
sharpen	diyo:vk
shave	dis(h)wi:k
shave someone	diswí'k
shave oneself	dis(h)wi:vk

shave some animal	diswi:k
shoot (with a stringed tool)	dimk
cf. shoot a large object limk	
shoot many things	gae:k
shout	vija:dk
sign	sàldili:k
sing	swa:dk
sit/live	wa'k/wa:k
cf. (many) sit/live wayo'k/wayo:k	
sit slowly	wa:k
slap	dapsk
sleep	sma:k
smear/paint	jiyálk
smell	hwik
smoke/make smoke	dagwádk
snow	hanbáchk
soak	sbulk
soak X in the mouth	jithbálk
sob	uyk
sound a fading sound	guwa:mk/gowa:mk
sound/make a sound	vogwa:gk
spank/whip	saeqk
(something) spill	boqk
spill X	dibóqk
split logs	digáevk
(something) split/crack	qákvik
sprain	laqk

spur	qa'qámk
spy	viyu:dk
squat	hod'ho:dk
stab with a knife	v'qamk
stagger	sigék
(a small thing) stand upright	idk
stand	skwi:k
cf. (two or more) stand	gige:vk
start doing something	wikk
stay right in	vowák
steal	wàhiyo:vk
step on	jagji:k/jakji:k
stop	namákk
store	buk
straighten	jimìdmídk
suck	jibóqk
swagger/feel throbbing pain	si'ídk
sway	siyáybk
sweep/brush	s(i)jík
swerve	hwisvk
swim	halde:vk
take a picture	dadnyu:dk
take along/lead	vinyi:k
(many) take someone along	wa:mk
take off clothes	tuyk/túik
take up for	jijyu:vk

talk/speak	gwa:wk
tangle	disnáyk
tattoo	sijúthk
teach	dinyù:d'ú:wk
tear X	valélk
tell (a story)	gana:vk
think	wasi:vk
throw from the speaker	damk
throw toward the speaker	dakk
tickle	qichk
tickle	gìchgíchk
tie	githbálk
tie/put together many X	disva:lk
tie something large	gilyók
touch	dabáthk
touch lightly/feel out	deli:k
turn X over	dagwe:kk
turn X over	dayahwínk/diyahwínk
turn around something small	dayahwínuk/diyahwínuk
turn around something large	siyahwínuk
(something large) turn around	siyahwínvk
turn oneself around	dayahwínvk/diyahwínvk
turn off	dimáchk
turn a knob	sgwink
twist/wrap around	gwink
uncover blanket	jigwe:kk

voice anger	wayu:k
vomit	yo:qk
wait	sivo(:)k
walk	vo:k
wash (body)	jithúlk
wash (hair)	hathbúyk
wash (clothes)	dathgwi:lk
watch/take care of	viso:k
wear a hat	bu:dk
wear clothes	nyigwa:yk
wedge/jack up/weigh	dis'ányk
wet	dabúlk
whisper	jihwáyk
whistle	juhúik
wiggle	diwk
win	madk
work	dadaha:dk
wring out	thigwi:k
write/copy	dinyu:dk
cf. danyu:dk	
yell	ja:dik

NOUNS

Kinship Terms

daughter-in-law/female's step-daughter	vnye'
father	dála
father's mother	mónya
father's older brother/uncle	nuwí
father's sister/aunt	nibí'/nibi:
father's younger brother/uncle	naja:
female's brother's child	bi:
female cousin	báya
female's daughter	tháwa
female's older sister's child	no'/no:/hno'
female's younger sister's child	wísa
husband	nyahmí(')
grandfather	nabó'/nabo:
male cousin	jiga:va
male cousins	ngajá'/nigajáh
male's daughter	viché'/vche'
male's female cross-cousin	núda
male's older brother's child	su:ja
male's sister's child	wána/hwána
male's step-child/step-father	kácha/nukácha
mother	jída
mother's brother/uncle	gwéla
mother's father	gwáwa

mother's mother	góda
mother's older sister/aunt	nithí/nithi:
mother's younger sister/aunt	míla
older sibling	níya
cf. to have an older sibling	ni:k
one's daughter's child/grandchild	ko:
one's son's child/grandchild	áwa
cf. grandchildren a:wa	
relative	diyúch
cf. relatives diyu:ch	
cf. relatives dyévi	
son	humé(')
cf. sons humay	
son-in-law/female's step-son	kunyé'
wife	lowá'/lowa:
cf. also luwá'/luwa:	
younger sibling	gínya
cf. younger siblings gi:nya	
cf. to have a little sibling gi:nyk	

Persons

boy	hme'/hme:
cf. boys hma:d	
cattleman	waksìgnyihád(a)
child	hmany
cf. children hma:ny	

cook/chef	gwègida'óla/gwègid'óla
cowboy	waksìgwíj
doctor	haygù-githyé'
friend	nuwa:/nowa:
ghost	gwèjadi:/gwèjidi:
girl	misí'/misi:
herder/farmer	givsó
Hualapai people/language	Hwalbáy
ice-maker	gwèdamúna
mailman	dinyù:da-gwám
man/person	aba:/'ba:/ba:/ba'
medicine man	githyé'
cf. medicine men githyay	
little girl	misì(')qéch/msi(')qéch
musician	gwègija:
old lady	gwagúy/qamwídm
old man	badáy
pilot	gwèjiviya:da
player (e.g., of sports)	gwègidáyya
policeman	bakhé'd
reader	gwègisi:da
teacher	dinyù:d-bak'ú:wo
washer/cleaner	gwèdathgwíla
whiteman	haygú
woman	baqí
cf. women baqu:	

Body Parts

arm	thivdí'/thivdı
arm pit	silbú'
back	yitád
beard	yı̀vnyimi:
big toe	mìgavdé'
body	ma:d
bone	jiya:k
braid	qwàw-sanáv
calf of one's leg	yimwa:l
cheek	yu'thúl
chin	yavpí'/yəvpi:
ear	smadk
cf. large ear smalk	
elbow	sìginy'ók
eye/face	yu'/yu:
eyebrow	yù'galmé'
eyelash	yù'sunyá'/yù'sunya:
finger	saldí'j
finger nail	sàl'sidwó
foot	mi'
forehead	yumbúl
hair	qwaw
hand	sal
head	hu'/hu:
heart/chest	yu'wáy/yuhwáy

hip	yiwìlpí
knee	mibúk
large ankle	milgá'/milgáh
cf. small ankle midgah	
left hand	sàl-gathád
leg	mibád
little toe	midì:jqéch
mouth	ya'/ya:
nail	sidiwó
neck	milqí
nose	yay
part below the rib	jikbú
ribs	jivsó'/jivso:
shoulder	salmák
skin	thipíl
thigh	yiwíl
thumb	sàlgavdé'
toe nail	mì'sidwó
tongue	yibál/yi'bál
tooth	yo'/yo:
wrist	sàlgasva:d

Clothes and Personal Belongings

beaded cape	skùl-sadám
beaded necklace/bolo tie	skùl-hnáki
cf. also sakù:la-hnáki	

belt	gilgióvi
blanket	jibévi
boots	mahnyò'-ilíl
cloth/rag	chaw
comb	sijívi
cf. combs siji:vi	
diaper	jéqvi
dress	he'
earrings	smàdkadiswédi
glasses	yù'das'ámi
glove	sàlsiyu:di
hat	bud
cf. hats bu:d	
jacket	nyigwàyvdé'
long coat	nyigwàydamnálv(a)
moccasin	qwàq-mahnyó'
pants	kamwíd/kamhwíd
personal belongings	jaláy
pocket	dani:do
ring	sàlgidgó'
shawl	sadám/sidámi
shirt	nyigwáy
shoes	mahnyó'
socks	mahnyò'gambéy
tie	hnáki/gwehnáki
underwear	kamwìd-ya:lwaj
watch	nya'

cf. watches nya:(')

Domesticated Animals

cat	bos
chick	gwalyàw-tháw
chicken	gwalyáw
cf. chickens gwal(i)ya:w	
cow	waksí
dog	'had
donkey	halavu:do
duck	hà'qanmo:
goat	savádo
horse	oló
cf. horses olo:	
kitten	bòs-tháw
male dog	'hàdgavde:/'hàdgavdé'
pig	hwànygadád
cf. pigs hwanygada:d	
puppy	'hàd-tháw
cf. puppies 'had-tha:w	
rooster	gwalyàwgavdé'
sheep	gane:lo

Wild Animals

ant	jimyúl

cf. an area where we find lots of ants	jimyu:lk(a)
antelope/pronghorn	'm'ul/am'úl
ant	nithi:/nthi:
badger	mahwa:'
bat	jiqbány'
bear	nagó
bee	chambo:
cf. an area where we find lots of bees	thambo:k(a)
bird	jibáy
black lizzard	gadu:la
bobcat	nyimí'
buffalo	mithín'/mithín
butterfly	hànykadápka
centipede	hànykasávda
chipmunk	hami:da
chuckwalla	mathúl
cottontail	hlo'
coyote	gathád/kathád
crow	qa:q
deer	qwaq/qwa'q/qwa:q
dove	guwí'
elk	qwáqda
fat lizzard	dalpo:
fish	ichí'i/ichí'
cf. an area where we find lots of fish	ichi:k(a)
fly	thambu:dg
cf. an area where we find lots of flies	thambu:dgk(a)

fox	qoqód
frog	hinyá'/hinya:
gila monster	mathúlda
hawk	sinyída
horny toad	dilgwám
hummingbird	mìnmín
kangaroo rat	u'hu:l
little red ants	jimpúk/jinpúk
cf. an area where we find lots of little red ants	jimpu:kk(a)
lizard	dathíl
cf. lizards	dathi:l
cf. an area where we find lots of lizards	dathi:lk(a)
mocking bird	guwíla
mountain lion	nyimída
mountain sheep	amú'/'mu'
mouse	uwé'/'we'
cf. mice	'we:(')
owl	iyu:'
packrat	málga
pigeon	gwalido:
porcupine	gadáda
prairie dog	diksí
quail	ahmá'/'hma'
jackrabbit	gúla
cf. rabbits	gu:la
roadrunner	dilbú'
scorpion	nì:sdagwánk

skunk	hwi:wo'
snake	ilwí
cf. snakes ilwi:	
cf. an area where we find lots of snakes ilwi:k(a)	
spider	ni:s
cf. an area where we find lots of spiders ni:sk(a)	
squirrel	hamílda
turkey	iya:s
turtle	hàlgavá'/hàlgava:
wild hog	muhwá'
wolf	hàdgwíla/'hàdgwíla

Food Items

bean	madi:k
beef	waksì-ma:d(a)
bread	miyál
cf. breads miya:l	
cantelope	gàmduqwáth
coffee	goth
cookie	miyàl-miyúl
cf. cookies miyàl-miyu:l	
corn	diyách
deer jerkies	qwaqdúv
cf. jerkies qwaqdu:v	
cf. to be full of jerkies qwaqdu:vk	
gourd	hnal

cf. gourds hna:l

meat	gwema:d(a)
mescal	viyál
milk	wàksinyimáy
mush	gwesmgwín
orange	qwathga'ól
peach	thabál
pinon tree/nut	ko'/ko

cf. to be pinony/full of pinon nuts/trees ko:yk

potatoes	ba:b
pumpkin	hamdé'
rice	áduth
salt	ithi:
squawberry	gith'e:
tortilla	miyàldavdívi

cf. to make tortilla miyaldavdi:k

vegetable	gwe(-̂)hwál

Plants

barrel cactus	mildád
cottonwood tree	ahá'
juniper	joq
ponderosa pine	hwa:l
prickly pear	aláv/'lav
reed	áta'/ata:
saguaro	a'á'/a'a:/a'á

thorn	dad
weeds	wil
cf. to be weedy wi:lk	
yucca	manád

Places

bank	besbu:jo
cafe	gwema(:)jo
C.A.P. building/gathering place	bàdigávo
church	gathàdgana:vjo
clinic	màdjevyo:jo
corral	isavgó/isivgó
daycare center	hma:nyqàch-bavisó:jo
dump	gwejámo
east	nyàja'álo
garden/field	gwehwálo
gate	kwasivdìv-sadákjo
cf. also kwasivdiv-sa'amjo	
gymnasium	gwedivjùd-dáyyo
house	'wa'/'wa:/awa'/awa:
house	'wá'wo
jail	bahé'do/bahe:do
land	mad
motel	sma:jo
mud	mudgáy
cf. to be muddy madga:yk	

Peach Springs	Hàkdugwi:v
Phoenix	Banyà:nyuwá
plain	màddildíl
cf. to be plainy/plain-like	màddildi:lk
post office	dinyù:dvá:wo
railroad track	wambo:dnyo
river/water fall	ha'he:lo
road	nya:
school	dinyu:d'u:jo
cf. also nyud'u:jo	
shade	yasék
cf. to be shady yasa:yk	
store	sa'ádjawo
stream/river	ha'ámo
sweathouse	da'ólvo
swing	swévo
town	haygùnyuwá(:)
tribal office	mùlvwayo:wo
wash	jikmi:

Nature

cloud	guwí
cf. to be cloudy guwi:k/gwi:k	
fire	ó'o
night	yapa:ch
rock/mountian	wi'/wi:

cf. to be rocky wi:k	
sand	hajuwá
star(s)	hamsí
sun	nya:
thunder season	gaɬo:yk
water	'ha'/'ha:
winter	chud
cf. to be winterly chu:dk	
whirlwind	màdakwíd
cf. to be whirlwindy madakwi:dk	
wind	madhé
cf. strong wind madháy	

Other Nouns

airplane	gwèviya:d'iji
ash	'mhu:l
automobile	anbíl
bicycle	gwèva'úla
cf. bicycles gweva'u:li	
book	gwesi:di
broom	'wà'sijíyi
bullet	'pa'/apá'
cf. bullets 'pa:	
camera	bàdinyu:di
car	gwèviyám/gwègiviya:m(a)
chair	wáyyi

cooker	gwègid(a)'óli
doll/toy	gwede:
cf. dolls/toys gweday	
door	'wà'sa'ámi
drum	gwè-dalgóbi
dryer	gwèdadúvi
dustpan	gwehnúi
faucet	hà'sgwíni
feather	gwewál/wal
fence	kwàsivdív
cf. to fence kwasivdi:k	
fork	kwàsadsa:č
fur	nyimí
cf. to be furry/hairy nyimi:k	
gum	gwèjimnyáy
hammer	kwàgadwís
horn	agwá/'gwa/gwa
knife	akwá/'kwa/kwa
large popping noises	làth-láth
cf. small popping noises dàth-dáth	
large thumping noises	lòb-lób
cf. small thumping noises dòb-dób	
large rapid clanging noises	gàl-gál
cf. small rapid clanging noises gàd-gád	
lock	('wà')silwéyi
cf. locks ('wa')silwe:yi	
matate	pi

money	bes
month	hla:
mop	'wa'júdi
musical instrument/music-playing instrument	gweja:yi
nail	kwàqwidqwíd
name	mul
cf. to be a big shot mulvi:k	
pen/pencil	gwèdinyu:di
pillow	sibúk
pot	gwèda'óli
purse	besbu:yi
rags	chaw
rake	gwèjama:vi
refrigerator	gwèdamúni
rope	gwesgwíd
rug	màdjijá'yi
saddle	divgéli
shovel	màdsiyu:ki
sink	gwèjithu:li
something	gwe
spot	nyud
cf. to be spotted nyu:dk	
tire	gwevóy
cf. tires gwevo:y	
toothbrush	yò'juthúli/yò'jithúli
cf. toothbrushes yò'juthu:li	

train	wambód
cf. trains wambo:d	
week	hàldami:nya
wood	i'í/i'/'i
cf. to be woody i'i:k	

PRONOUNS and PRONOMINAL PREFIXES

first person "I"	nya
first person prefix	'-/a-
See pp. 204-212	
second person "you"	ma
second person prefix	m-/ma-/mi-/mu-
See pp. 204-213	
same-subject marker and second person prefix	-ng (-k + m-)
See p. 206	
third person prefix	Ø-
See pp. 204-213	

DEMONSTRATIVES and RELATED EXPRESSIONS (See pp. 218-234)

this one closest to the speaker	va
cf. this very ... nyivá	
See pp. 218-219	
this one close to the speaker	ya
cf. this very ... nyiyá	

See pp. 219-220; also p. 228

this one very close/rather close to the speaker/that one right there/his/her	nyu
cf. this very ... nyinyú	
See pp. 221-222	
that one which we can point at	wa/wi
cf. that very ... nyiwá/nyiwí	
See pp. 220-221; also p. 228	
that one way over there	ha
cf. that very ... nyihá	
See p. 223	
that one remote, distant or not visible	tha
cf. that very ... nyithá	
See pp. 223-224; also p. 229	
right that one by pointing at	viwá
See pp. 230-231	
right this one by pointing at	viyá
See p. 230	
around this closest place	ve
around/at this place	ye
around right there	we
around way over there	he
around there remote, distant or not visible	the

For the above, see pp. 231-232

at right around here	nyivák
at around here	nyiyák
at around there	nyiwák
at around way over there	nyihák
at around that remote, distant or not visible place	nyithák

For the above, see pp. 232-233

in this place right here	nyivál/nyivúl
in here	nyiyál/nyiyúl
in that place	nyiwál/nyiwíl
in that place way over there	nyihál
in that remote, distant or not visible place	nyithál

For the above, see p. 233

at this time right now	nyivám
at this time/now	nyiyám
at that time/then	nyiwám
in those days/then	nyihám
at that remote, distant or mythical time	nyithám

For the above, see p. 233

PREFIXES

causative prefix	d-

See pp. 357-359

causative prefix	j-
See pp. 359-361	
causative prefix (self-initiated)	s-
See p. 362	
causative prefix	v-
See p. 361	
causative prefix	ya-
See p. 362	
intensifier	va-
possessive prefix	nyi- as in nyihád
specifier when added to a demonstrative pronoun	nyi-/nyu-
See p. 218	
subordinator	ny'-/nya-/nyi-/nyu-
See pp. 457-459	

SUFFIXES

again	-y/-i
See pp. 373-375	
also	-ny(a)
See pp. 365-366	
start (momentarily/shortly)	-m(i)
See pp. 368-370	
applicative suffix	-o/-wo/-yo
See pp. 375-379	
auxiliary verb	-yu/-wi/-i/-yi

See pp. 78-102	
command	-a
See pp. 149-151	
commitative suffix	-m
See pp. 54-55	
conditional "if"	-tho
See pp. 471-472	
definitizer	-a
demonstrative "this"	-v/-vi/-va
See p. 225	
demonstrative "this/that very one"	-ny(u)
See p. 226	
demonstrative "that one way over there"	-h(a)
See pp. 226-227	
detached suffix	-o/-wo/-yo
See pp. 191-194	
different-subject marker	-m
See pp. 76-77	
directional suffix "away from"	-m
See pp. 58-59	
directional suffix "into"	-l
See pp. 59-60	
directional suffix "to/toward"	-k
See p. 57	
do something when not supposed to	-yò
See pp. 379-381	

dubitative suffix	-mò
See pp. 400-404; see also yimo	
emphatic suffix	-dáv
See pp. 436-438	
evidential suffix	-o
See pp. 392-394 and p. 395 See also -w/-aw and also pp. 392-397	
evidential suffix	-w/-aw
See pp. 394-395	
future suffix	-ay
See pp. 381-386	
general locative suffix	-e
See p. 60	
instantaneous suffix "suddenly"	-'ì/-i/-'à
See pp. 371-373	
instrumental suffix	-m
See pp. 55-56	
irrealis suffix	-h(i)
See pp. 381-386	
locative suffix "in"	-l
See pp. 59-60	
locative suffix "at/on/around"	-k
See p. 57	
past tense/perfective	-ny
See pp. 390-391	
plural suffix	-j(i)
See pp. 285-328; also p. 341; also pp. 345-347	

question auxiliary	-é
See pp. 112-117	
question auxiliary	-mé
See pp. 118-119	
question auxiliary	-wé
See pp. 110-112	
reciprocal suffix	-v(i)
See pp. 386-387	
reflexive/stative/passive suffix	-v(i)
See pp. 387-390	
same-subject marker	-k
See pp. 75-76	
sequential suffix	-ho
See pp. 463-464; also see -da	
subject case marker	-ch
See p. 50	
temporal suffix "and then"	-da
See pp. 461-462	
vocative suffix	-é/-yé
See pp. 71-74	

LOCATIVE EXPRESSIONS (See pp. 61-68)

at the foot of/at the boundary of	búkal
in between	du:jal
in the middle	du:l
cf. right at the center	du:nyul

near/besides (away from the reference)	gwájim
near/besides (close to the reference)	gwíji(v)k
on top of	ja:hk
over the top of	ja:hm
in the back/back-to-back	mákal
in the back of (a person)	mákol
in front of	ya:k
in front of the interior of	ya:kal
under	ya(:)l
alongside/in the front area of	ya:mal

PARTICLES and ADVERBS

at dawn	hal'ápk
at night	yapa:k
close to dawn	hal'ápm
dubitative particle See p. 213 and also -mo	í'mò
dubitative particle See p. 213	wímò
dubitative particle See p. 213	yímò
dubitative particle See p. 213	yu:mò
emphatic particle See pp. 143-147	bé
emphatic particle "just/really"	du

See pp. 434-435	
faking/fooling/pretending	du:y i'k/yik/wik
See pp. 410-411	
hortative particles	há/má
See pp. 148-149	
in the center (time)	vilwi:vm
in the morning	yékdam
later	med
negative particle	gak
See pp. 158-159	
no	o'p
now/today	va:m
particle "all"	bay
particle "all/us/them"	ba
particle "after a hard task/after all this time/finally	nahmíd
See pp. 445-446	
particle "getting ready"	jiv/jíjiv/đújuv
See pp. 451-453	
particle "only"	pid
See pp. 432-433	
sentence ending particle	
"reaffirmation"	yu:me
cf. wi:me/i:me/yi:me See pp. 424-426	
tomorrow	ye:kam
"want/wish/crave"	wal(a)/gwal(a)
See pp. 414-416	

yes	e'
yesterday	màkanya:m

CONJUNCTIONS

but	yid/yi'd/yi:d
See pp. 469-470	
or	mi
See pp. 466-467	
or	nyi'óm
See p. 468	

QUESTION WORDS (See pp. 125-143)

how/somehow	ga/ge
specifically how	gav
what/something	gwègayu:/gyu:
specifically what	gwègavyu:
where/some place	ge
which specific place	vge
which (among two/more)/some one	gayu:j
who/someone	ga
specifically who	vga
when/sometime	ganyúm
which specific one (among two/more)	gàv(gi)yu:j
specifically why	gavyu:im/gavyu:yim
why	gayu:im/gayu:yim